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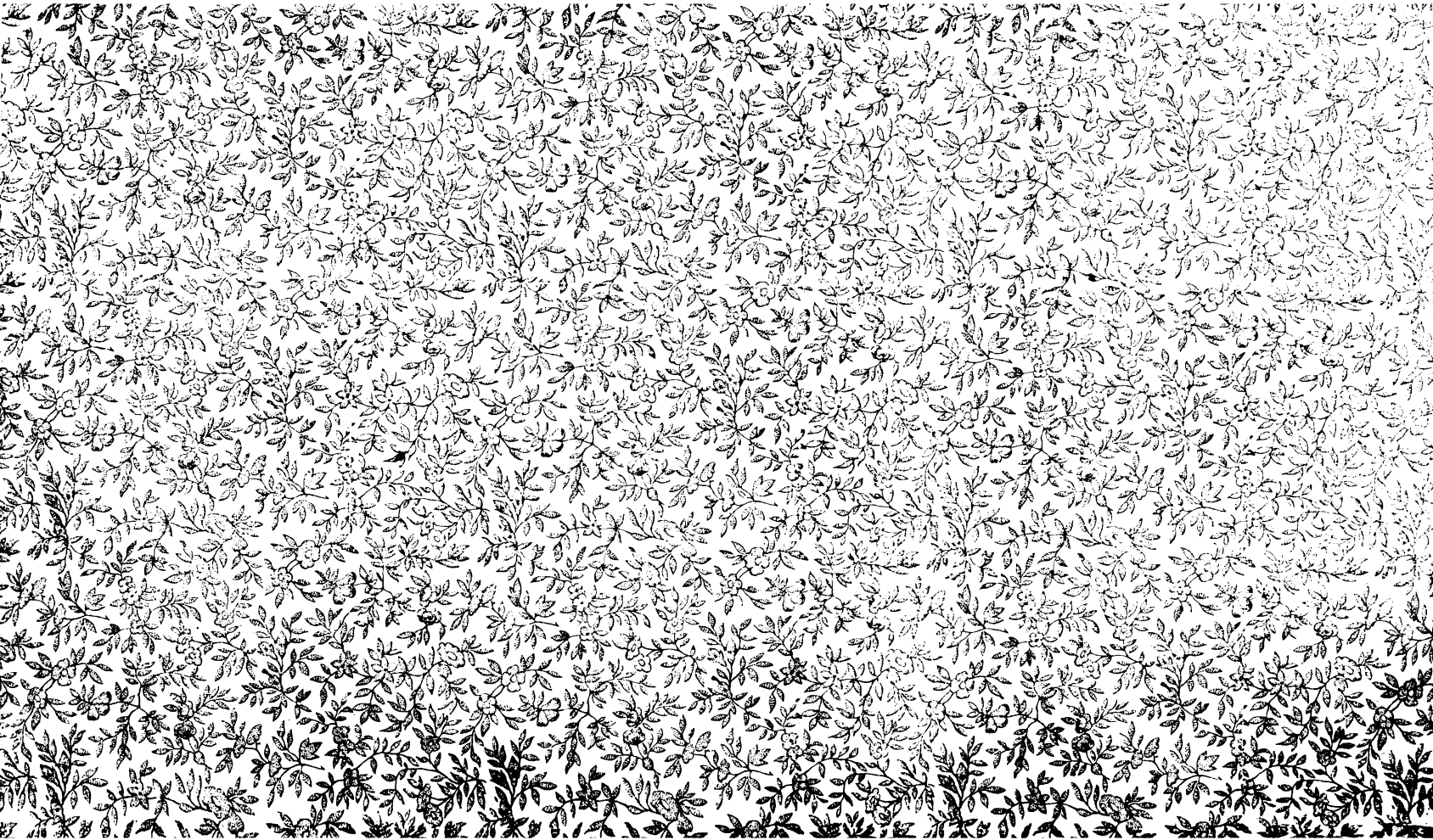

METHODS

OF

TEACHING PATRIOTISM

IN THE

PUBLIC SCHOOLS.

BEING AN EXTRACT FROM AN ADDRESS DELIVERED BEFORE THE TEACHERS OF THE

CHILDREN'S AID SOCIETY

OF THE

CITY OF NEW YORK,

BY

COLONEL GEO. T. BALCH,
Auditor of the Board of Education of the City of New York,

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To

J. EDWARD SIMMONS, LL.D.,

President of the Board of Education
of the
City of New York,
who, of its many presiding officers, first suggested and earnestly advocated special attention to instruction in Patriotism, as an integral part of the curriculum of its Public Schools,
this review of the best methods of teaching patriotism in those schools, is

RESPECTFULLY INSCRIBED.

PREFACE.

IF we would seek to ascertain the true sources of those dominant moral and intellectual influences, which are destined to sway most potentially and determine the character of this nation, during the next thirty years of its history—in the dawn and morning of the twentieth century—as well those which tend to hasten its degeneration or decay, as those which shall foster and promote its greatness and augment its political strength and power, we must go—not to its legislative halls, not to its courts of law, not to its great centers of manufacture or commerce, not to its collections of art treasures, not to its conventions of political parties, nor to its churches, but to its *schools*, and there study and learn how five hundred and fifty thousand teachers* are to-day molding, shaping and directing the physical, moral and mental habits, and slowly building up and forming the characters of fifteen millions of the children of freemen, to fit them in manhood and womanhood for their duties

* I estimate the number of teachers in the public schools of the United States, in 1890–1891, at..... 450,000
And those in the private schools at..... 100,000
Aggregate..... 550,000

and obligations as American citizens, in the grand onward march and progress of this people along the highway of the centuries.

A patient and conscientious investigation of the nature and constitution of these influences, extending over a period of several years, has forced me, most reluctantly, to the conclusion, that while as a people we are with reason proud of our past, and are justified in being filled with glowing anticipations of our future, we have not sufficiently heeded the teachings of history, and have failed in the past, and are too generally failing to-day, to familiarize the rising generation with those great political and moral axioms and principles upon which this government was founded, in theory at least, and only by a strict observance of which in our public conduct and deportment can we ever reasonably hope to maintain in their integrity, those inestimable and priceless blessings of liberty of thought, of speech, and of action which we have inherited from the founders of this Republic.

Through the effects of a growth and an abundance of material wealth, such as no people recorded in history has ever experienced or acquired in so brief a period of time, a phenomenon due to causes easily analyzed and traced, we have forgotten too often in the past, and are to-day still tempted to forget, the real sources of our greatness, of our exceptional prosperity, and of our political and religious freedom; and have neglected in the education of our children to emphasize those principles—em-

bedded though they are in the constitution of every State as well as in that of the Union—in the strict and sacred observance of and adhesion to which, lies all our future progress, our political safety, our honor and true greatness as a nation.

It has been my endeavor to point out in the address, of which the chapter here presented forms a portion, this radical defect in the curriculum of our schools, both private and public, and to offer for the consideration of all true lovers of their country, but particularly of the great body of its teachers, a practicable plan by which, as it appears to me, this defect can not only be effectually remedied, but by means of which the vast frame-work of our forty-nine state, territorial and district systems of public elementary education, can be utilized and converted into a mighty engine for the inculcation of patriotism throughout the length and breadth of this land.

Such a plan, possessing the advantage, as it necessarily would, of the vast pecuniary resources,* and the powerful social influences which even now characterize the public school systems of this Union, although they are but in their infancy—systems which, differ as they may in details, are nevertheless co-ordinated to a common end as vital elements in the nation's growth—even if attended with only a slight degree of success in accomplishing the high purpose at which it aimed, must, from

* The public school expenditures for 1890–91, in the United States, are estimated at $150,000,000.

the very nature of the case and the magnitude of the numbers which it will affect, produce consequences in the course of a generation at once so momentous, that no man now living can properly estimate or even foreshadow them.

Not the least of the powerful social forces to whose influences on the future of this people I have already referred, is that of immigration. A movement which within a period of seventy years has transferred to these shores fifteen millions of aliens, speaking more than forty distinct languages and dialects other than the English; a vast number of whom bear in their physical and mental features the indelible impress of centuries of monarchical or aristocratic rule and oppression, and who have been trained to an implicit belief in and reverence for ecclesiastical institutions which find no place in our form of government, has, in many instances, so diluted our civilization, so radically modified many of the social and political conditions, which in the past have characterized our national life, and especially have so frequently exercised a most baleful influence upon the administration of our municipal affairs, as to lead us to-day to the serious consideration of the question, of adopting such heroic remedies as will in future protect us from the evils and dangers, which this movement together with our own questionable generosity in investing large numbers of the more ignorant and untrained of these accessions to our population with all the rights of American citizenship, has brought upon us.

If for no other reason, therefore, than the warning which these evils give, we should lose no time in adopting such measures, with respect to the education of the oncoming generation, as shall eventually protect our country from their continuance; measures which should recognize primarily the absolute necessity of the precedence of the national language before all others, and the careful training of the whole body of our children in those fundamental political doctrines which Americans very properly regard as the very ægis of their liberties.

Passing from the consideration of the bearing of these momentous questions on the future life of this nation, to that of how far such questions affect the future of this metropolitan city only, and to the end that my readers may be put in entire sympathy with the spirit which is reflected in the methods of teaching patriotism outlined in the following pages, it is necessary that we go back a few years, and together trace the successive steps by which I was led to prepare this monograph, and to examine the sources from which I have drawn inspiration for my task.

On the 15th of February, 1886, being then employed in the office of the Commissioners of Accounts of this city, I was directed by these officers to make, on their behalf, an exhaustive examination of the accounts, the organization, and the methods of administration of the Health Department of our city government. The entire time of a very able assistant, and a large proportion of my

own, was employed for several months in executing these instructions; to aid in which every facility was extended by the officers of that department.

The distinguishing difference between the sanitary system in force to-day in New York, and that which was followed up to the year 1866, is the practical and intelligent application of the great principle of prevention of unsanitary conditions, through the instrumentality of a properly organized and efficiently administered Health Department. Since that year, one of the most important duties of this department, as prescribed by law, has been the oversight of that large class of dwellings, peculiar to this city, known as tenement-houses; of which to-day there are upwards of 32,000 within the city limits, occupied by more than 1,100,000 souls, or about two-thirds of the entire population; the greater portion of whom are of foreign birth or of alien parentage. Since 1881, all such constructive details of this class of dwellings as relate to light, ventilation, plumbing and drainage, have been by statute under the charge of this department; and hence its records present an exceptional, as well as the best opportunity to study in these houses, the methods of construction and the sanitary and social condition of the homes of the great body of our population.

The unusual facilities which this investigation afforded, of becoming familiar with the history and working of this department, led me to become deeply interested in what is known among us as

the "tenement-house problem"; and as one result of my labors, after having left the employ of the Commissioners of Accounts, I prepared a history of the growth and development of the system, and of the physical and social causes which originated and have maintained it; my treatment of the subject covering the fifty years from 1839 to 1888 inclusive.

The critical examination of a subject so intimately associated with the daily life and progress of the city in much that concerns its physical, moral and political growth, naturally led me to study several co-ordinate subjects, particularly that of public education; than which no other is so closely connected and inwrought with the question of the elevation of the masses, in all that touches their material well-being and their training in American ideas.

In April, 1888, while pursuing this line of research, I had the curiosity to visit one of our large public schools, for the purpose of witnessing the usual morning exercises, which in this instance happened to be of a patriotic character; and were made more noticeable by the presence in front of the assembled school of an American flag, borne by what I have designated in my general plan as the "Class Standard-bearer." An innovation, as I was informed by the Principal, introduced by one of the School Inspectors only a few months before.

In my boyhood I had attended one of the largest and best private schools of that day in this city, and

yet in the two and a half years passed in that school as a pupil, I did not learn as much of patriotism, nor were my feelings ever so wrought upon, as in the fifteen minutes I was in this public school. The exercises, which I witnessed for the first time, made a profound impression upon me, and I thought I saw in them the germ of a patriotic movement, which, in the hands of wise and judicious teachers, could be made to produce results, the far-reaching consequences of which it would be impossible to prognosticate at this time.

From that day to the present, when not engaged on my official duties, my attention has been directed almost exclusively to an examination and formulation of the most practical and efficient methods for training our city's youth of both sexes, to be thoroughly intelligent, loyal and patriotic American citizens.

The average age of both male and female pupils in the highest grammar grades of our public school system, is respectively fourteen years and eight months and fourteen years and ten months. In the matter of school instruction, therefore, so far as their age is concerned, the children in this city under tutelage may be regarded as under fifteen years of age. Regarding the character of the schools attended, these children may be separated into four distinct groups :

1. Those who are receiving an elementary education in the public schools, the entire expense of such education being borne by the State; or in what are

known as "Corporate Schools," in which a portion of the expense—averaging *per capita* about two-thirds the annual cost of a primary pupil in the public schools*—is defrayed by the State. This group I estimate at about seventy-six per cent. of the whole number of children between the ages of five and fourteen, both inclusive.

2. Those children who attend private sectarian or denominational schools, being about sixteen per cent. of the whole number under fifteen years of age.

3. Those children who attend non-sectarian private schools, being about two per cent. of the total number; and

4. Those children who for whatever reason do not attend school, being about six per cent. of the whole number.

We now pass to the consideration of the social character of these children, and in how far the social status, the religious creed professed by the parents, and their pecuniary condition affect the question of the nature of the instruction their children receive, and through what agency such instruction is imparted.

Regarding the children embraced in the fourth group, or those not attending any school, this group comprises those employed in commercial or manufacturing establishments, being there engaged as

* The annual average cost per scholar in the Primary Schools of this city, for the last seven years (1883–1889), has been $15.20.5; the average annual *per capita* for the Corporate Schools during the same period has been $9.93.

messengers or in other light occupations; or who are kept at work in their tenement-house homes by their parents, to aid in the support of the family. But for the efficient manner in which the Compulsory Education Act of 1874 has been executed in this city since its passage,* by the truant agents, this group would also include a large body of vagrant children and embryo criminals, whose rapidly-increasing numbers, between 1846 and 1876, presented one of the most formidable social evils with which the philanthropists and eleemosynary societies of that period had to cope; and which was the immediate cause of the institution of that most admirable and efficient organization, which during its thirty-six years of life, has accomplished so vast and noble a work, viz.: The Children's Aid Society, of this city.

The children who attend the non-sectarian private schools, come exclusively from the well-to-do, or the wealthy class. Many parents in this class, apparently ignorant of the radical changes for the better which fifty years have made in the organization, as well as in the efficiency, technical excellence, and national tone of our public schools, still retain and are influenced by the strong prejudices—which were almost universal among the representatives of these classes half a century ago—against having *their* children educated in the so-called charity schools of

* "An Act to secure to children the benefits of elementary education." Passed May 11, 1874. Chapter 421 Laws of 1874.
Amended, Chapter 372, passed May 20, 1876.

the Public School Society, or in those of their successors, the present public schools; they prefer to be independent, to pay for their children's education, and accept no favors from the State. Other parents in this class, who flatter themselves that they are models of American citizenship, but whose caste and class prejudices far outweigh their knowledge and practice of American principles, prefer to have their children receive an elementary education at a private school, in order that they may associate only with others of the same social grade, rather than send them to a public school, to be, as they imagine, contaminated by personal contact with children of ruder manners and less-favored birth or social position. This class of our citizens, which happily is not a large one, seem to forget that in the great battle of life, in which all must sooner or later take a part, we cannot foresee who are to become either our associates, our friends, or our antagonists; in this drama we are largely the creatures of circumstances and environment. Happy he, who in youth, has by contact with his fellows of all degrees, acquired those lessons of respect for the opinions and circumstances of others, and upon whose heart has been stamped in boyhood that first and grandest of all distinctively American principles—that all men were created equal before the law; lessons which are so easily learned and impressions which are so readily received in childhood, but which are so hard to acquire and so difficult to make after the character has been shaped and determined; but

which, nevertheless, will ever remain as the practical touchstone of the possession of that broad charity which is the characteristic mark of the true spirit of Christianity.

On the other hand, if the wealthy parent desires to give his children all the advantages of the admirable elementary education which the public school affords, and happens to reside within that district of the city, which the inexorable but unwritten law of fashion has decreed as the only locality in which one of his position and means should establish a home, he discovers he has not this privilege, since there is no public school within a convenient distance of his residence.

For it is a remarkable fact, which illustrates very strikingly the erroneous impressions as to the real object of the public school, which the otherwise much-to-be-praised work of the Public School Society left on the public mind, and how in the confusion of ideas which grew out of the old methods, the rights of those living in the neighborhood to which I refer have been disregarded practically, up to this time, by Boards of School Trustees in selecting sites for and erecting public schools, that in the finest residential district in the metropolis, namely, that extending from Thirtieth street north to One Hundred and Twenty-fourth street; and from the Seventh avenue, on the west, to the Fourth or Park avenue on the east, a territory nearly one-half of which, outside of Central Park, is solidly built up; in area more than four and a

half miles long by three-fifths of a mile wide, there is but a single public school.* While between Thirteenth and One Hundred and Twenty-fourth street, and from the Fourth avenue to the Sixth avenue there is not a single one. If the Third avenue be taken as the eastern boundary of the territory in question, making it four-fifths of a mile wide, we shall find within its limits but seven of the one hundred and seventy-six public schools whose interests are to-day managed by the Board of Education.† Barren as this territory is of public schools, it abounds with private, parochial and denominational schools, as an examination of the educational statistics of the city will abundantly prove.

The children who attend the sectarian private schools, which embrace all the parochial and denominational ones, are the sons and daughters of parents whose desire to have their children brought up in what they believe to be the only true faith, is a far more weighty matter, from the parental point of view, than either their own interest

* Grammar School No. 69, at 129 West Fifty-fourth street, in the Twenty-second Ward.

† Giving in addition to No. 69, Grammar School No. 18, 121 East Fifty-first street, Nineteenth Ward; Grammar School No. 76, Lexington avenue and Sixty-eighth street, Nineteenth Ward; Grammar School No. 37, 113 East Eighty-seventh street, Twelfth Ward; Grammar School No. 86, Lexington avenue and Ninety-sixth street, Twelfth Ward; Grammar School No. 72, Lexington avenue, between One Hundred and Fifth street and One Hundred and Sixth street, Twelfth Ward; and Grammar School No. 57, 178 East One Hundred and Fifteenth street, Twelfth Ward.

and duty as American citizens, or the superior education and training for such citizenship which the public school would afford the child. Too often, however, neither the parent nor the child has any option in the matter, the interests of ecclesiasticism being the superior and determining force which settles the question. The majority of these schools are connected with the Roman Catholic Church; the remainder representing mainly the German Lutheran, the Hebrew, the Episcopalian, the Scotch Presbyterian and the Quaker faiths. Many of the schools are made up exclusively of children of the same nationality and faith, in which a foreign language is the language of the school, thus perpetuating not only religious bigotry, but race prejudices as well, than which nothing could be more directly opposed to American ideas and institutions.

It remains now to speak only of the character of the children in the first group, or those who attend the public and corporate schools, which, as we have seen, comprise more than three-fourths of all the school children under fifteen years of age.

The pupils in the public schools, as a body, come from the great middle-class of our citizens, without distinction of race, faith, occupation or pecuniary means, being that class which, in this city, as elsewhere in the United States, form the bulwark and strength of the Republic. Great numbers of these citizens were in youth enrolled in these schools, and hence most fully appreciate and eagerly seize the opportunity, which the constant advance in the

character and extent of the system affords, for giving their children the most thorough elementary education attainable in the city.

The forty-seven corporate schools, which are a peculiar feature of our public school system, are under the immediate care and management of sixteen separate incorporated bodies; comprising orphan, half-orphan and other asylums, hospitals, the House of Refuge, and sundry societies.

Of the 25,176 children enrolled in these various institutions in 1889, 6,428 were domiciled in the asylums, hospitals and the House of Refuge, the majority of the number being orphans or invalids. Most of the remaining 18,748 children reside with their parents in tenement-houses, and singular as it may appear, are entirely too poor to attend the public schools. Until I had made a personal investigation of this subject, my impression had always been, and this view is, I think, shared by the great body of our educated citizens, that the public school system reaches down to the very foundations of the social structure, and affords the means of giving every child an elementary education, no matter how obscure or poor its parents may be. This is the theory of our public school system, and while it may be true in rural districts or in towns where social distinctions are not so sharply drawn as in our cities, it is not the case in this metropolis, as the most skeptical would be promptly convinced after visiting this class of schools. So that, but for the disinterested labors of these socie-

ties, the great body of children now under their educational care, would—speaking broadly—never reap any advantage from the public school system, which to them is practically an exclusive institution, with a few rare exceptions, entirely above and beyond their reach.

In order that the social and economic conditions out of which these societies have sprung—and which have made such organizations a necessity in this city for the past fifty years—may be better understood by those who have never investigated this question, I give here a few pertinent extracts from the early annual reports of the Children's Aid Society, the largest of these organizations, which bear directly on the point I desire to illustrate. It was in the year 1853 that this Society first began, in a very simple and unostentatious way, the noble work which it still carries forward with increased vigor and increased means, year by year. In its first report,* its able secretary thus sums up the causes which gave it birth:

"This association has sprung from the increasing sense among our citizens of the evils of the city. Thirty years ago (1824) the proposal of an important organization, which should devote itself entirely to the class of vagrant, homeless and criminal children in New York, would have seemed absurd. There were vile streets, and destitute and abandoned people, but the city was young and thriving. Wealth and Christian enterprise had centered here;

* First annual report, February, 1854, pages 3, 4.

and the scum of poverty, it was thought, would soon be floated off through the thousand channels of livelihood over the whole country. No one would have believed that in less than half a century, a London St. Giles or Spitalfields would have grown up in New York. In human probability it must be long before those hideous and unnatural conditions of the European cities—the result of ages of ignorance and inequality and over-crowded population—could be realized here."

"In these considerations, one element was forgotten. During the last twenty years (since 1834), a tide of population has been setting towards these shores, to which there is no movement parallel in history. During the year 1852 alone, 300,992 alien passengers landed in New York, or nearly at the rate of *one thousand* a day for every week-day. Of these, 118,131 were from Ireland and 118,611 from Germany. A portion of this immigration has been good—sober, hard-working people, who have spread over the country and became mingled with our population. Another part has been bad, almost the worst—the offscourings of the poorest districts and most degraded cities of the Old World. The pauperism and poverty of England and Ireland have been drained into New York. If this could have spread over our land, to be influenced by the new circumstances, the effect would not have been so bad. But in the main it has settled and stagnated in the city. The poor immigrants could not afford to go to the West, or with the natural caution of igno-

rance they dreaded to go. Our poorest streets began to be filled up with a thriftless, beggared, dissolute population. As is always the case in such circumstances, vice and laziness stimulated each other. The poor and idle of a street grew worse for having poor and idle neighbors. The respectable and industrious moved out of certain quarters; and such places as the Five Points began to be known. Streets once inhabited by the best people, as lower Pearl, Cherry and Dover streets, were abandoned, and have since been held mostly by lodging-houses of the poorer immigrants.

"The children of this class, naturally, have grown up under the concentrated influences of the poverty and vice around them. Many of our citizens were aware of the increasing number of these children, but no one realized the full extent of the evil until the report of Captain Matsell, Chief of Police, 1848–49. By this report it appeared that the whole number of vagrant children in the city was nearly 10,000,* and that in eleven wards 2,955 children were engaged in thieving, of whom *two-thirds* were girls between the ages of eight and sixteen.

"In 1852 the Grand Jury reported, 'of the higher grades of felony, *four fifths* of the complaints examined have been against minors, and *two-thirds* of all the complaints acted on during the term

* The population in 1848 was 452,092. Number of children of five to seventeen years, 113,000. Hence one child in every eleven was a vagrant.

have been against persons between the ages of nineteen and twenty-one.'

"The Warden of the City Prison (the Tombs) says in his report for the same year: 'The astounding fact that more than *one-fourth* of the entire number committed to this prison, and nearly *one-half* of those charged with petty offenses against persons and property, had not attained the age of twenty-one years, calls loudly for the adoption of some measure which shall stay the progress of these cadets of crime.'

"In the Eleventh Ward the Captain of Police reported that out of the 12,000 children in the ward, between the ages of five and sixteen, only 7,000 attended school."

Much more testimony to the same effect is presented in the first report of the Society. I now quote from its second report:*

"The greatest danger that can threaten a country like ours is from the existence of an ignorant, debased, permanently poor class in the great cities. It is still more threatening if this class be of foreign birth and of different habits from those of our own people. The members of it come at length to form a separate population. They embody the lowest passions and most thriftless habits of the community. They corrupt the honest classes of working poor who are around them. The expenses of police, of prisons, of charities and means of re-

* Second Annual Report of the Children's Aid Society, February, 1855, pages 3, 4.

lief are mostly from them. The very condensing of their number within a small space seems to stimulate their bad tendencies. They are liable to be played upon by demagogues, and in the close contest of parties they may easily turn the balance of an election. If their numbers be large, times of great want and excitement may call them out in ungoverned license, to seize upon the luxuries which surround them, but which they are never allowed to taste. The indulgence which has so long been chained down by poverty can easily burst forth in rapine. Neither liberty nor property would be safe in such hands. . . . That such a class has been gradually growing up in New York during the last twenty years to immense numbers, no one who knows the city can doubt; our own operations, now finishing the second year, strengthens the conviction that the statistics furnished the last year, in regard to the condition and number of this class, are not exaggerated, and that the mass of the evil and its distance from the usual modes of cure are even greater than we supposed."

"It is this class we have sought to aid by our association."

In 1853 the Society opened one Industrial School for the children of the class above described. In 1855 it had six such schools, in which eight hundred such children were brought under the influence of the Society. What that influence was among the girls is told in the following words:

"Whatever has been done this last year in civil-

izing and Christianizing the little wandering and begging girls of our city, through the Industrial schools, is to be ascribed especially and principally to the women of New York. They have come from great distances, through all kinds of inclement weather, often every day, leaving pleasures and occupations, to these schools, to give their personal aid in raising up the wretched outcast children. It has been no play, no mere 'rose-water' benevolence. The children have been bad-tempered, filthy, infested with vermin, and sometimes impudent and ungrateful. The work has required a great patience and a continued self-devotion. Beside such charity, the gift of money is easy and pleasant. The labor, however, has already borne rich fruits. Schools, which like that in the Fourth Ward, began in ungovernable disorder and riot, now often seem like attentive, affectionate family schools. The girls are cleaner, better behaved; swearing and obscene language have been dropped. They can read and sew, some can write; sweet songs of purity and religion are learned, which are sung again in their squalid homes. A purer and kindlier expression has seated itself on many faces. Some have been sent away to new homes in the country; some to the public schools."

Of the details of administration of these schools, the report says: "The plan of these schools has been to devote the morning hours to common English branches and to singing, under the direction of salaried teachers, aided by volunteer teachers.

A cheap dinner is provided at noon, and the afternoon is spent in sewing or some industrial occupation. Each lady has her own class and hour; some coming even every day of the week."

Some idea of the social condition and nationality of the children may be obtained from the following statistics of the Fourth Ward school, in 1855, numbering 270 scholars: "About one-eighth are orphans; two-thirds half-orphans; four-fifths are Catholics, and nearly as many Irish. There are twelve Germans and one French girl in the school. Since this school opened, vagrancy among children has diminished full one-half in the ward."

I might fill pages with similar excerpts from the reports of this Society, in which are gathered and stored the history of thirty-seven years of just such persistent, devoted, intelligent and truly Christian work, as these brief extracts illustrate; but my present object is simply to direct attention to what a single Society—among numerous others working in the same broad field—has accomplished since 1853; not merely to ameliorate the pitiful condition of the unfortunate children whose lot has been cast amid the squalor, vice and misery of a great city; but to show how this human scum, cast on our shores by the tidal wave of a vast immigration, has not been allowed to perish, but as the wards of humanity, under the benign influences of American institutions, and through personal contact with the refined and noble representatives of a higher civili-

zation, have been regenerated, and had opened up to them in strange and wide contrast with their hopeless surroundings, all the bright possibilities of an honest and useful life, and of an intelligent and honorable American citizenship.

Touching the ultimate effect and outcome of this abnormal and vicious growth of ignorant, destitute and heathenish boys and girls within our body politic, where it was not brought under the influences here described, the ominous prophecy uttered in the first report of this Society in 1853, was more than fulfilled ten years thereafter. The ten thousand vagrant children of 1848, together with the accessions of subsequent years, grown to manhood and womanhood, became the brutal, savage, murderous mob of 1863, the character and influence of whose barbaric deeds I have fully described in my history of the tenement-house system, and alluded to in the opening portion of the address of which the following monograph forms a part.

The fundamental idea upon which this Society was founded, and which has been its governing motive ever since, was that of self-help; of teaching children that best of all secular knowledge—how to help themselves. In other words, putting in practice with these scholars, the American idea of training them to be self-reliant. The practical application of this principle, as it relates to the work of this Society, has taken three distinct forms or directions, according to the social condition and situation

of the individual child. The better to illustrate just how this has been accomplished, I quote from the Society's last annual report as follows: *

I. *The Placing-out System.*—"The principle was laid down from our first year that for an outcast, or homeless or orphan child, not tainted with bad habits, the best possible place of shelter and education, better than any prison or public institution, was the farmer's home. In this shelter the child was to be taught good habits and good morals, and, with no expense to the public, was to be brought up to be a self-supporting man or woman. The experiment has been tried on the broadest scale, and over 70,000 children have thus been placed in good homes. Thousands have grown up to manhood and womanhood, and are now worthy citizens, good heads of families, and some with fair properties of their own; or they have been trained at good schools and colleges."

II. *Boys' and Girls' Lodging-houses.*—"The next great branch in the process of teaching self-help was the planting, in various parts of the city, of a kind of "Children's Hotel," or Boys' and Girls' Lodging-houses. Here the homeless wanderer and arab of the street, instead of drifting into thieves' dens and the haunts of vagabonds and roughs, was brought into a clean, healthy, well-warmed and lighted building, where he found rooms for amusement, for instruction, for religious training, and

* Thirty-eighth Annual Report of the Children's Aid Society, November, 1889.

where good meals, comfortable beds, and plenty of washing and bathing conveniences were furnished at a low price. The boy was not pauperized, but felt that he was in his own hotel and supporting himself. Some were loaned money to begin business with; others were sent to places in the city, or far away in the country. The whole class were partly redeemed and educated by these simple influences. The pauper was scarce ever known to have come out of these houses, and self-help was the first lesson learned. The government of the houses was so strict, and the conveniences offered to the lads so simple, that they never attracted the idle, who might wish only to get public assistance."

"Each child paid for what he got, except under very unfortunate circumstances; and it cannot be said that the small modicum of assistance given here to worthy lads, ever tended in the least to lower the rate of wages in street trades. The experiment, carried out in these thirty-seven years on a gigantic scale, reaching probably 200,000 boys and girls, has been an unmingled blessing to this class. The difficulties have been, not in the lodging-houses, but in the obstacles thrown by the trades-unions, around the pathway of every street boy who has passed childhood, in learning trades or in securing steady employment."

III. *Industrial Schools.*—"The third great branch in teaching the children of the poor, who have a home with their parents, to help themselves, has been the Industrial Day and Night Schools. These

have trained hundreds of thousands of the children of the tenement-houses in various hand industries and some branches of machine work. Children have been taught to sew, darn, crochet and embroider. They have learned the use of the sewing-machine; in some cases of the type-writer, and certain branches of artistic work; like modeling, original designing, lace-work and printing. Above all, they have learned to be clean, to be orderly, respectful, industrious, and honest and pure. They have received great assistance in the food and clothing furnished; and though the children are forced to leave school at twelve or thirteen years, they have gone forth a most deserving and respectable class of working boys and girls. The city could not get on without these industrial schools; they fill a gap which the public schools must leave, and they are the more indispensable, as there is not at present sufficient space in the new public school buildings for the increasing population of children in the city."

"These were the main branches of our work from the beginning, and they have been carried out with continual reference to the great principle of teaching self-help. It cannot be wondered at, that careful labors, founded on these principles and performed faithfully for over thirty years, have borne wonderful fruit in the city. They have reached down to the very depths, and have lighted up the prisons and the dens of poverty in every quarter of the city. Through these efforts, and others like them, there

has been a steady decrease in juvenile crime, as can be clearly demonstrated."

As an important part of my study of the subject of public education in this city, and for the purpose of becoming thoroughly acquainted with the work of this Society, so far as an examination of its industrial day schools, would illustrate the working of the system there followed, and that I might, from personal investigation and observation, ascertain how far the experience of the teachers, with the children of alien birth, or those of alien parentage, who form almost the entire personnel of these schools, had indicated the need of special attention to patriotic education; in January, 1889, I commenced a somewhat critical examination of the Society's twenty-one day schools, a task which occupied the greater portion of my time for nearly two months.

This examination embraced, in each case, the character of the locality and of the school-house site; the construction and arrangement of the school building, including its sanitary condition as shown by the methods employed for lighting, heating, ventilating and draining the same; the personnel of each school as indicated by the number, training and experience of the teachers; the number, average age, social condition, nationality and occupations of the children; the kind of school furniture and appliances in use; the provisions for supplying the most needy of the pupils with a wholesome noonday meal, and with serviceable clothing; the

character of the instruction given in the elementary branches, under the requirements of the public school regulations; and particularly the time and attention given to such kinds of industrial work or training, as especially fitted the pupil for self-support; the state of discipline, including personal cleanliness, neatness in personal appearances, etc.; the system of rewards in use; the relation existing between the teachers and the parents of each pupil; and finally, to what extent and by what methods a spirit of patriotism was being fostered and cultivated in the scholars.

The strongest impression made on my mind by this protracted and painstaking inquiry, was a deep sense and appreciation of the grand work in which this Society is engaged, and is so successfully accomplishing, towards elevating the social condition, not only of the pupils under its care, but indirectly, through them, of that great body of our citizens, composed of the unskilled laborers and their families, which in a social sense finds itself between the skilled laboring class on the one side, and the criminal and pauper class on the other; this latter, constituting, so to speak, the substratum of our civilization in this metropolis.

Recruited almost entirely as these schools are from the foreign element, comprising a body of youth, who, as has already been stated, are unable from the extreme poverty of their parents, or the necessity of aiding in the family support, to conform to the unwritten law of custom, respecting

dress, or the regulations as to hours which obtain in our public schools; many of them, as the descendents of a long line of ignorant, stolid or debased progenitors, without any social advantages whatever, and having to contend intellectually and morally against great odds; the results which have been accomplished by the Society acting through its corps of able and experienced teachers, are indeed almost incredible; indeed I know of no single agency in this city to-day, which is doing so much to raise the character and promote the well-being of the class with which it deals and make excellent citizens out of the most unpromising material, as this Society.

I should do injustice to my earnest convictions, founded upon a personal acquaintance incident to the examination here referred to, did I omit to record my tribute of respect for the professional ability, the rare patience, tact and courage, the singleness of purpose, and the entire self-devotion which the body of women, who compose the teachers in these schools, bring to the discharge of their onerous, difficult, and, in many cases, far from personally agreeable duties. Their untiring zeal in the noble cause in which they are engaged, tempered by a sound judgment, have enabled them to succeed where thousands of others would have failed.

The remarkable manner in which many of them have inspired, and have impressed their individuality upon, their charges, and the great personal influence for good which they all exert, both on the scholars

and their parents, has excited my admiration for their ability, as well as my profound respect for their character as representatives of their sex.

The educational feature of these schools, which particularly interested me, was the method each Principal had been led gradually to adopt, to meet a necessity which daily experience had forced upon her, of cultivating and developing patriotic feeling in the children; which, according to the individual character and training of the teachers themselves, I found more or less strongly marked in every school.

In considering this feature of the curriculum, I was led to seek for some plan by which—while recognizing the value of the special method adopted in each school to suit its peculiar personnel—I could unify these isolated efforts, make each a part of an harmonious whole; and by turning, so to speak, the several patriotic streams into a common channel, without in any degree lessening the individuality of the teacher—but rather giving it freer play—produce not only more impressive and lasting results, but open the way for a system of elementary instruction in American principles and institutions, now so greatly needed.

As a result of a communication to the secretary of the Society on the subject of the patriotic training of children in its schools, and upon his invitation; on the 28th of June last, I delivered an address before the teachers of the Society entitled: "THE PLACE OF THE INDUSTRIAL SCHOOLS OF THE

CHILDREN'S AID SOCIETY OF THE CITY OF NEW YORK, IN A GENERAL PLAN FOR THE PATRIOTIC EDUCATION OF THE YOUTH OF THIS NATION."

My object in that address was threefold:

1. To call attention to the tremendous influence exerted by two agents alone — immigration and crime—on the social, moral and political character of our population, by presenting in convenient juxtaposition, synchronous tables of the immigration into this country and into this city, and of the arrests, committals and convictions for crime in this city for the seventy years, from October 1, 1829—the date when the first United States statute respecting immigration went into operation—up to the 30th of September, 1889.

2. To trace to their source in the social condition of the masses, in the countries furnishing the great body of this immigration, the causes which had contributed to swell the records of crime in this city, during the whole of the period in question, and to point out those local influences which had tended to gradually reduce such record during the last thirty years.

3. To indicate one of the lines on which the counter-force of education must work, in order to counteract the pernicious influence and overcome the evils of those two great agencies, being that form of education which relates to the highest conception of citizenship, namely, patriotism.

It was my intention to have published this address in the Fall of 1889, but the labor of collating

and preparing for the press the statistics of immigration into the whole United States, of so much of it as landed in this city during the period indicated, as also the statistics of crime above described, in a form to be of practical value to students of sociology, has proved so great, that, taken in connection with my official duties, such publication has necessarily been postponed for the present. In the meantime, the requests for so much of that address as gives my views on patriotic education, *per se*, have been so numerous, that the only way of complying therewith was to print as a monograph that portion which dealt simply with this subject.

The preparation for the press of this excerpt, which is entitled "*The Patriotic Education of Children in the City of New York*," has been in progress since November last. It will be completed and published in August next. In this work the subject of patriotic education is treated under three separate heads, namely: 1. ITS NECESSITY; 2. ITS PHILOSOPHY; and 3. THE METHODS OF TEACHING IT. On coming to edit and somewhat enlarge this part of the address, in which, at the time of delivering, I did little more than sketch such a plan for practical use, I found the field so new and so wide, and the amount of labor involved in the necessary researches so great, as to make it impracticable to carry out my original intention, in time to make this extract available during the present school year. Moreover, since I first brought this matter to the attention of the teachers of the Children's

Aid Society, in June last, the question as to how best treat the subject from its practical, as well as its emotional side, has been most carefully reconsidered; leading me to the conclusion that to make the proposed plan successful, so far as enlisting the hearty interest and co-operation of both pupils and teachers is concerned, and also that the methods proposed shall not impose an undue amount of mental and physical labor upon the latter, the movement should be commenced at its most elementary stage, and as the simpler methods are tried and mastered, the training should pass to other and higher developments along the lines of progress I have successively indicated.

In order to put the plan I have formulated to the most practical test, it is my intention to introduce the methods for cultivating patriotism, outlined in this work, into the twenty-one day-schools of the Children's Aid Society with their enrollment of nearly 5,000 pupils,* permission to do so having been granted by the Society; my contention being, that if such methods can be successfully carried out in these schools, with the character of personnel herein described, there can be no possible doubt but that equal—indeed, far greater success will attend its introduction into the public schools, where, as a rule, the material to be dealt with is socially, morally and intellectually superior.

* A return from all these schools on the 30th of April, 1890, showed an enrollment of 4,898 pupils; an average attendance of 4,016; 129 classes, and 90 class-rooms.

Finding it impracticable to publish the whole work before the closing of these schools, early in July next, and being desirous of placing that part of it which treats of the methods of teaching *Emotional Patriotism* in the hands of the teachers as soon as possible, so that they might become somewhat familiar with the text before the opening of their schools in the Fall, I have decided to publish at once, in the form here presented, so much of Part Third as relates to this special division of my subject, leaving to be treated under the caption of *Intellectual Patriotism*, those topics, the consideration of which comes properly under both heads; such as the use of the Declaration of Independence, the order of the daily morning exercise, how to observe Patriot's Day, and how public schools should celebrate the anniversary of our National Independence.

On the opening of the schools, on the 8th of September next, so far as my friends, the teachers in the Children's Aid Schools are concerned, I trust they will all be prepared to enter upon the work with a good theoretical knowledge at least of what is to be done; feeling well assured that from Principals, teachers and scholars I shall have that hearty support and co-operation, without which no efforts of mine can make the plan a success.

GEORGE T. BALCH.

33 EAST TWENTY-SECOND STREET,
NEW YORK, June 10, 1890.

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✣ PART THIRD. ✣

METHODS

OF

TEACHING PATRIOTISM.

"Our flag means then, all that our fathers meant in the Revolutionary War; it means all that the Declaration of Independence meant; it means all that the Constitution of our people, organizing for justice, for liberty and for happiness meant. Our flag carries American ideas, American history and American feelings. Beginning with the Colonies and coming down to our time, in its sacred heraldry, in its glorious insignia, it has gathered and stored chiefly this supreme idea: DIVINE RIGHT OF LIBERTY IN MAN. *Every color means liberty, every thread means liberty, every form of star and beam of light means liberty. Not lawlessness, not license, but organized institutional liberty—liberty through law, and laws for liberty.*

"Accept it then, in all its fullness of meaning. It is not a painted rag. It is a whole national history. It is the Constitution. It is the Government. It is the emblem of the sovereignty of the people. It is the NATION."

HENRY WARD BEECHER IN 1861.

To apply practically the principles here enunciated and the methods just described, in order to make an intensely enthusiastic and thoroughly loyal American citizen of every child in every school of this society, and through their influence, of all the children in every other school in this city, whether it be public or private, sectarian or non-sectarian, is the problem before us for solution.

The material objects by the use of which it is proposed to attain this end, are the only emblems of nationality used by our Government, namely: the national ensign and the arms of the United States, and in addition and as supplementary thereto, certain great state papers in fac-simile, first and foremost among which I rank the Declaration of Independence.

The significance of the flag lies in the fact, that it represents our whole national history in all the fullness of meaning which Henry Ward Beecher breathed into these words, in that stirring address, an extract from which glows on the preceding page; and that our flag is moreover the sole symbol of the greatness of this nation, in all its majesty and its sovereignty.

That of the arms of the United States as displayed in the Great Seal, because the seal is the

only official mark and evidence of the nation's authority or will. Of the Declaration, because it is the catechism of the nation's civil polity.

I shall consider the most judicious and practicable manner of using these aids to patriotic education, *first:* as a means of reaching and affecting the emotional side of the child's nature, and thus so exciting its imagination and touching its heart that it will unconsciously, but none the less effectually, become interested *in its personal relation to this great nation. Next*, as a means of stimulating into activity the intellectual side of its nature, by developing its mental and moral faculties to that degree, that it will be capable, through the study of the philosophy of American history, of understanding and appreciating the underlying principles of our government, and thus become firmly grounded in its political faith, as a citizen of the Republic.

This portion of my subject, therefore, is divided naturally into two distinct parts: 1. EMOTIONAL PATRIOTISM, and 2. LOGICAL OR INTELLECTUAL PATRIOTISM.

1. EMOTIONAL PATRIOTISM.

Before proceeding to describe in detail the manner of employing the several symbols selected, I desire to urge upon you the importance of understanding clearly, that the central idea by which the teacher's efforts to impress the child is to be governed and directed, is that of *its relation to the nation as one of its future citizens.*

I do not mean by this that I expect the child to apprehend at once in any marked degree the true character of this relationship. Far from it. A child of from four to nine years of age can form no more conception of the physical magnitude, or the moral or political power conveyed by the word *nation*, than a finite being can comprehend the vast and awful attributes of the Infinite Creator of all things. We encounter here precisely the same difficulty which every religious teacher meets with in endeavoring to present to the mind of a child or that of an adult savage the idea of a God. It can comprehend the idea of a nation or of a God only just so far as its scanty knowledge of numbers, of magnitudes, and of the characteristics of personal power, gained in its limited and narrow experience of life, and of the realities of that life in the concrete, may extend. But if the idea indicated is ever present with the teacher, if the teacher sincerely believes in, and can truthfully indorse the exalted patriotic sentiment of De Thou—that next to what we owe to God, nothing should be more dear or sacred than the love and respect we owe our country—*it will be* possible to so direct the child's thoughts, to so surround it as it were with the atmosphere of patriotic feeling, that as has been already shown, it will insensibly become interested in and permeated with the thought or impression you are essaying to convey. So, that by the time the pupil has attained the age of ten or twelve years, it will have developed a capacity for apprehending principles and under-

standing the force of, as well as remembering historic facts, which would seem marvelous were we not familiar with the training which has made such intellectual development possible.

You will observe that I refer to the relation of the *child* to the nation, and not to that of the *children* to the nation. I do so advisedly; for in order to attain the end herein set forth, the more directly and successfully, our first efforts as it seems to me, should be directed to the individual child, not to the child as forming one of a class or as a mere unit in a body or group of similar units, but the child as impersonating the sum of its natural gifts and characteristic traits, and as thus segregated and distinguished from all other children with whom it is associated. Let us commence our system of training for citizenship then with the little child, passing from it to the same children aggregated or grouped in classes, but still maintaining, so far as character is concerned, the individuality of each. Having in this way developed its sense of the value of associated action, having instructed it practically in the spirit which underlies all civil society, namely, the surrender to society at large of certain private rights, as a return and partial compensation for the advantages accruing to the individual as a member of that society, in increased security of person and property, in the growth and enlargement of natural gifts in directions more useful, more gainful, and hence more desirable, than could possibly be enjoyed in a state of personal isolation, and as a consequence in in-

creased personal freedom and larger opportunities for the development of character, as is clearly set forth in the Declaration of Rights in the constitutions of the original States,* we are now prepared to

* I give herewith THE RELATION OF THE INDIVIDUAL CITIZEN TO THE BODY POLITIC OR CIVIL SOCIETY, as set forth in four of these constitutions. That of Massachusetts is especially remarkable for the compactness of its argument and the perspicuity of its statements.

1776. PENNSYLVANIA. That every member of society hath a right to be protected in the enjoyment of life, liberty and property, and therefore is bound to contribute his proportion towards the expense of that protection, and yield his personal service when necessary, or an equivalent thereto; but no part of a man's property can be justly taken from him, or applied to public uses, without his own consent, or that of his legal representatives; nor can any man who is conscientiously scrupulous of bearing arms, be justly compelled thereto, if he will pay such equivalent; nor are the people bound by any laws but such as they have in like manner assented to, for their common good.—*Constitution of* 1776. *Declaration of Rights. Section* 8.

1777. VERMONT. That every member of society hath a right to be protected in the enjoyment of life, liberty and property, and, therefore, is bound to contribute his proportion towards the expense of that protection, and yield his personal service when necessary, or an equivalent thereto; but no part of a man's property can be justly taken from him, or applied to public uses without his own consent, or that of his legal representatives; nor can any man who is conscientiously scrupulous of bearing arms, be justly compelled thereto, if he will pay such equivalent; nor are the people bound by any law but such as they have, in like manner, assented to, for their common good.—*Constitution of* 1777. *Chapter I. Declaration of Rights. Section* 9.

1780. MASSACHUSETTS. The body politic is formed by a voluntary association of individuals; it is a social compact by which the whole people covenants with each citizen and each citizen with the whole people that all shall be governed by certain laws for the common good. It is the duty of the people, therefore, in framing a constitution of government to provide for an equitable mode of making laws, as well as for an impartial interpretation and a faithful execution of them; that every man may, at all times, find his security in them.—*Constitution of* 1780. *Preamble.*

1784. NEW HAMPSHIRE. When men enter into a state of society, they surrender up some of their natural rights to that society, in order to insure the protection of others, and without such an equivalent, the surrender is void.—*Constitution of* 1784. *Bill of Rights. Article I. Section* 3.

pass to that wider application of the same principle, in which classes are the units and their aggregation forms what we denominate a school; thus conforming our methods to the natural law of expansive growth from the center outward, from the small to the great. A training, you will perceive, quite in consonance, also, with the political relation of the individual citizen to the smallest unit of civil government, namely, the village, the city ward or the rural town or township; passing next to his relation to the county, next to his relation to the state, and lastly to his relation to the whole body of the people composing the nation. In other words, let us commence the patriotic education of children where all other kinds of education properly commence—at the bottom and not at the top. Do not let us attempt to put a roof on our patriotic structure before we have laid its foundation. For instance, flags on schoolhouses are most desirable, and the act of keeping them there timely; but do not let us put them there at the dictation of an evanescent emotion, or to emulate merely what may have been done by other schools, only to have them neglected and forgotten when the temporary excitement of the occasion has subsided.

When every scholar has been filled with patriotic emotion, born of personal effort to secure a coveted reward; when the heart of every child in the school has been touched with the fire of a high resolve, to gain some prize calculated to inspire emotions of patriotism; when the great objects for which governments are instituted among men begin to dawn

upon the inquisitive mind; when, as each pupil, through daily contact with the material incentives I have named, becomes increasingly conscious of the inestimable value and dignity of American citizenship, and experiences a more or less ardent desire to be worthy of the high trusts and great responsibilities which it sees dimly shadowed forth in its future; when irresistibly moved by such impulses and aspirations, it is ready and willing to make personal sacrifices to secure what it greatly desires; and when, having a clear knowledge and understanding of the real meaning of patriotism, the pent-up emotions and enthusiasm of the whole school can no longer be restrained, then gratify those desires, and the spirit which finds expression in a demand for the flag on the school-house, will abide in their hearts forever.

The National Flag as a Reward and an Object Lesson.

In considering the subject of patriotism from a philosophical point of view, I essayed to show that material rewards can be legitimately employed as incentives to endeavor, without producing injurious results in a moral sense, where the system followed was subordinated to the general pedagogic principle, that all methods used for developing the best traits of character in a child, should conform as closely as practicable to its mental, moral and physical characteristics and to its social environment; and that the use of a system of rewards was only to be deprecated where an attempt was made—for whatever reason—

to govern the child by means of such devices alone, and to make them the most prominent feature in a system of discipline. My contention was, that if the rewards offered were of a character to excite only noble aspirations, such as by stimulating and strengthening the best impulses of the child, would turn it away from and weaken the influence of the mere sensuous elements of its nature, then indeed, their use was to be encouraged.

What then, shall be the appropriate and most alluring reward, in strict keeping and in full harmony with the end we desire to attain, by means of which we can, in the elementary stage of the child's training, so arouse its emotions, so stimulate its pride, so appeal to its egoism, so cultivate every natural gift, that each mental faculty and physical power shall become engaged and enlisted in the struggle to secure the coveted prize? That through this very struggle there shall be slowly but steadily developed in the course of the years of its pupilage, that independence of thought and action; that individuality—the outward and visible mark of self-reliance; that self-control and its concomitant quality, self-respect; that freedom from pettiness of soul, that broad charity for the weakness or failings of its fellow men; that innate sense of respect for the honest opinions of others; that generosity born of noble impulses, and that large-heartedness which form the foundation of that character which peculiarly distinguishes the highest type of the American citizen.

The particular reward which it is proposed to offer the individual child, the class and the school taken as a whole, and which as it seems to me fulfills the desirable conditions, is the *national flag*,* of a size and mounting in keeping with the special use which it is intended shall be made of it.

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* For the information of those who may desire to trace the history of the national flag, the following references are given:

IN CONGRESS, *Saturday, June* 14, 1777: * * *

"*Resolved*, That the flag of the thirteen United States be thirteen stripes, alternate red and white; that the union be thirteen stars, white in a blue field, representing a new constellation."—*Journals of the Continental Congress*, vol. 3, page 194.

IN CONGRESS, *13th of January*, 1794, on the occasion of the admission of Vermont and Kentucky, it was enacted, "that from and after the first of May, Anno Domini seventeen hundred and ninety-four, the flag of the United States be fifteen stripes, alternate red and white; that the union be fifteen stars, white on a blue field."—*U. S. Statutes at Large.* Vol. 1, page 341.

See also, "REPORT of the Select Committee appointed on the 12th ulto. (12th December, 1816) to inquire into the expediency of altering the flag of the United States," dated January 2, 1817.—*Report No.* 23 *in vol.* 1, *State Papers*, *14th Congress*, *2d Session.* (Astor Library, 1538 C.)

Also, "REPORT of the Select Committee appointed on the 16th ultimo (16th December, 1817), to inquire into the expediency of altering the Flag of the United States," dated January 6, 1818.—*Report No.* 37 *in vol.* 2 *of State Papers.* [House Docs.] *15th Congress*, *1st Session* (Astor Library, 1538 C.); and Act April 4, 1818. *U. S. Stat.* Vol. 3, page 415.

Also REPORT of the Committee on Naval Affairs, to whom was referred the joint resolution proposing the thanks of Congress to Samuel C. Reid, late commander of the private armed brig "General Armstrong," for having designed and formed the present flag of the United States," dated January 6, 1818.—*Report No.* 160 *of Committee, H. R.*, *35th Congress*, *2d Session. Vol.* 1, (1858–59.)

Also, *Our Flag, Origin and Progress of the Flag of the United States of America.* Geo. Henry Preble, U. S. N. 1872.

Our National Flag and the Stars and Stripes; its History in a Century. Address before the N. Y. Historical Society, by Major-General Schuyler Hamilton. 1877.

Now there are two distinct forms or expressions of personal merit in every child's school life.

1. Those desirable qualities or habits which taken as a whole, go to make up what we denominate *good conduct;* embracing punctuality, regularity of attendance, personal neatness and cleanliness, cheerfulness and evenness of temper, truthfulness, ready obedience to rules and instruction, respectful bearing toward superiors in knowledge and years, and studiousness; the practice of each of which is an essential element in good citizenship; and

2. Superiority in scholarship.

For reasons which will be presented in the proper connection, the rewards here proposed are to be given for *good conduct exclusively.*

The Flag as a Reward.

The flag is to be used as a reward as follows:

1. In the form of a badge, worn on the person, as a mark of fitness for citizenship; to be known as the BADGE OF CITIZENSHIP.

2. Mounted on a staff and displayed for a specified period on the desk of the best conducted pupil in each class; to be known as THE SCHOLAR'S FLAG.

3. Mounted on a staff and displayed for a specified period in the class-room of the best conducted class; to be known as THE CLASS FLAG.

The Flag as a Symbol.

The flag in its strictly emblematic character will be used as follows:

4. Mounted on a staff in the form of an impos-

ing standard, representing the whole school; to be carried by a chosen representative of the school on all occasions of ceremony, and to be known as THE SCHOOL FLAG.

5. Floating from a flag-staff placed on the school-house, or in the adjacent grounds, as a signal that the school is in session, and also as a sign of the loyalty of all the scholars to American principles and American institutions; to be known as THE SIGNAL FLAG.

The Flag as an Object Lesson.

In addition to the opportunities which its special use as a reward and as a symbol will give for this purpose, I propose that, artistically grouped with an enlarged fac-simile of the arms of the United States stamped up in brass, it shall superpose a suitably framed fac-simile copy of the Declaration of Independence, as now preserved in the Library of the Department of State at Washington.

I will consider its use in this form, more in detail, when I come to speak of Logical or Intellectual Patriotism.

1. The Badge of Citizenship.

In treating of the philosophy of patriotic education, I stated that the public school in the United States might be very properly regarded as the nursery of the state, and the pupils as the wards of the nation. If this be true, it is pertinent to the object we have in view, to ask, how shall we best indicate in some positive and material manner, easily inter-

preted by the child, not only the intimate relation of this ward, as a member of civil society, to the nation, but at the same time present a visible proof to the world of its loyal allegiance to the sovereign power, of which it expects ultimately to form an integral part.

Manifestly, the two symbols of national power are the most appropriate emblems which can possibly be selected for the purpose here indicated, and accordingly I have designed the badge, representations of the three varieties of which are given herewith, which I designate as the "*Badge of Citizenship.*" It is composed: 1, of a fac-simile of the heraldic arms of the United States, struck up in metal;* 2, of the national flag in miniature, woven in silk, the field end attached to a cross-bar, set at the back of the coat of arms plate; and 3, of an escutcheon

*JULY 4, 1776. The Continental Congress, in Committee of the Whole, after ordering the authentication and printing of the Declaration of Independence, appointed Dr. Franklin and Messrs. Adams and Jefferson a committee to prepare a device for a seal for the United States of America.—(*Journals of Congress*, July 4, 1776. *American Archives*, *4th series*, vol. vi, page 1732. See also letter of Mr. John Adams to his wife, August 14, 1776.—*American Archives*, *5th series*, vol. i, p. 944.)

AUGUST 20, 1776. The committee submitted a report with an explanation of same.—(*Journals of Congress*, vol. i, page 450.)

JUNE 20, 1782. The above device "for an armorial achievement and reverse of the great seal of the United States" was adopted by Congress.—(*Journals of Congress*, vol. iv, page 39.)

SEPTEMBER 15, 1789. Congress enacted, "That the seal heretofore used by the United States, in Congress assembled, shall be and hereby is declared to be the seal of the United States."—(*Statutes at Large*, vol. i, chap. 14, page 68.)

HERALDIC DESCRIPTION OF THE GREAT SEAL OF THE UNITED STATES. —ARMS.—Palewise of thirteen pieces, argent and gules; a chief, azure;

or pendant struck up in metal, bearing on its face the legend, "THE AMERICAN PUBLIC SCHOOL," permanently attached to the lower edge of the miniature flag.

I propose to have this badge prepared in three forms, appropriate to the position of the wearer in the public school-system, namely:

1. For all pupils in the public schools, or in those supported in part by the State—without distinction of age, color, religious faith or social condition—the metal parts will be of solid bronze.

2. For all teachers, of all grades, of public and normal schools—without distinction of term of service, color, religious faith or social standing—the metal parts are to be of silver.

3. For all principals of public or normal schools, members and officers of Boards of School Trustees, or Boards of Education, and State and City Superintendents, or Commissioners of Public Instruction—the metal parts will be of silver gilt.

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the escutcheon on the breast of the American eagle displayed, proper, holding in his dexter talon an olive branch, and in his sinister, a bundle of thirteen arrows, all proper, and in his beak a scroll inscribed with this motto: "E PLURIBUS UNUM."

For the *Crest:* over the head of the eagle, which appears above the escutcheon, a glory breaking through a cloud proper, and surrounding thirteen s.ars, forming a constellation, argent, and on an azure field.

REVERSE.—A pyramid unfinished. In the zenith, an eye in a triangle, surrounded with a glory, proper. Over the eye, these words "ANNUIT COEPTIS." On the base of the pyramid, the numerical letters MDCCLXXVI, and underneath, the following motto: "NOVUS ORDO SECLORUM."—(*Memorandum from Adjutant-General's Office, War Department, Washington, D. C.*, July 24, 1874.)

This badge is to be regarded as the reward and the distinguishing mark of fitness for American citizenship.

Since it is the great purpose and office of our public schools to maintain and perpetuate the integrity and inviolability of the fundamental principles on which the American State is founded, by assiduously cultivating the intelligence and strengthening the virtue of the rising generation, so may this badge come to be looked upon as the peculiar mark, the outward and visible sign of the fitness for American citizenship and of loyalty to those principles, of the cadets so nurtured and trained by the State; not only in this metropolis, but wherever in this free land such schools are found; whether it be among the pine-clad hills of Maine, in the orange groves of Florida, on the glacier-lined shores of Alaska, or the vine-clad slopes of California.

When the thirteen millions of children now enrolled, and the future millions to be enrolled, in the public schools of a people whose domain extends from the frozen seas of the Arctic to the torrid waters of the Mexican Gulf, and from the Atlantic to the Pacific, have been so trained in patriotism, as to be found worthy to wear this badge; proud to do so because they are grateful for the high privilege of having been educated under so beneficent a system, then there will be found to have grown up in our midst an American Legion of Honor, numbering its millions of truly patriotic men and women, a Legion which in due time shall constitute the *noblesse oblige* of American democracy.

THE

Badge of Citizenship.

FOR SCHOLARS.

THE METAL PARTS IN

SOLID BRONZE.

Regarding the use of this badge, the following are the rules I would suggest, as to what pupils are to wear it:

Following the regulations now observed in the schools of this society and the various public schools of this city, governing the conditions under which good conduct tickets are awarded at stated times to the scholars, I propose that at the exercises held in your schools every Friday afternoon, upon any public, memorial or festal occasions, and especially in the public schools upon "Patriot's Day," * all those scholars who have become entitled to such tickets, by reason of a compliance with such conditions for the preceding week, or for such other specified time as may have been indicated previously by the Principal, and just prior to the commencement of such exercises, shall be decorated with this badge, by having their respective teachers attach it to the left side of their dresses or coats, and nearest—or over their hearts—for reasons, which should be carefully explained to them. Great care should be taken to see that only those children are permitted to wear it, who, by their good conduct, have proved themselves worthy of the honor. Such scholars as are not entitled to wear it, by reason of not having complied with the conditions under which it is awarded, are to be separated from the others, and when any marching is done are to be placed in the rear of their classes or of the moving column.

The badge is to be worn during the continuance

* A full explanation of this "day" is given at page

of the exercises, and at their close will be removed by the teachers and properly cared for, for future use.

A still further use of this badge will be considered on coming to speak in detail of the *scholar's flag*.

Just here, I want to call your attention to the importance of exercising the greatest care and solicitude in determining who among the doubtful ones are to wear these badges. You, who are brought in daily and hourly contact with children, well know how acutely they will feel any apparent neglect or injustice in a matter like this, which appeals with such force to their emotional nature and to the pride of every child in the school. You are here exercising an enormous power for good; I beg you, therefore, in deciding such cases as I here refer to, to err on the side of mercy, and take into this game of playing at American citizenship all who can for any fair reason come in.

2. The Scholar's Flag.

I now come to the use of the flag mounted on a staff, as a reward to the individual scholar, for good conduct during one, or more than one school-day, as may be determined by the Principal.

As a still further incentive to individual effort in the direction of good behavior, I propose that a small flag, suitably mounted and adapted to the age and school grading of the pupil, shall be offered as a reward to that scholar in each class who shall have proved itself, by its uniform good conduct and bear-

THE

Badge of Citizenship.

FOR TEACHERS.

THE METAL PARTS IN

WHITE METAL OR SILVER.

ing during a specific period of time, worthy to carry it. In other words, the flag is to go to the "best" boy or girl in each class.

In regard to the length of the term of probation necessary, in order to compete for and to obtain the reward, it seems to me that with young children at least, where there is a "morning exercise," or a formal opening of the school at the commencement of each school-day, as prescribed by the by-laws of the Board of Education for the public schools of this city, at which an opportunity is afforded to present and to surrender this flag, a single school-day is more suitable and has advantages over a longer period; since by this plan, every scholar in classes of ordinary size would have a fair chance to win it once in five or six weeks, a frequency of opportunity which would tend to increase the personal interest and emulation of all the pupils. There may, however, be circumstances which render such a plan inconvenient or impracticable, in which case these flags might be retained, say for a week, and surrendered and presented on *Patriot's Day*. These details should, I think, be left exclusively to the judgment of the Principal.

Touching the particular method to be followed by the Principal, in presenting the flags to those who have won them by their exemplary conduct, as also the mode of surrendering the flag by the pupil at the termination of the period during which it is entitled to carry it; to the end that the ceremony may have an educating influence, as well in the direction of the art of expression, grace of movement and

gesture, and dignity of carriage and behavior, as in patriotism, and so be made as impressive and instructive as possible, I throw out the following suggestions, only remarking, that in this as in all other exercises I shall describe, while adhering more or less closely to the letter of the instructions, both Principals and teachers should not for a moment forget, still less ignore, the great principles which they seek to impress and the spirit in which the details of execution are to be carried out.

The instant it is discovered that in either Principal or pupil there is a sense of weariness or ennui, or a disposition to execute the details of an exercise in a perfunctory manner, it is time to invest it with new and more attractive features, or to abolish it altogether.

In such exercises as these, which are intended to excite the emotional nature mainly, it were worse than useless to continue to do that which carries with it neither heartiness nor sincerity. To reach and permanently touch the heart of the child in an endeavor to impart any kind of knowledge, the soul of the teacher, as I have already insisted, must be wholly enlisted, and he must show in every action and expression that he implicitly believes in the truth, or the necessity of that he is seeking to teach. As it is not desirable that the exercises I shall here outline shall be imposed by authority, but shall be voluntary on the part of both Principal and pupil, with the former must ultimately rest the responsibility for the success or the failure of this part of my method of teaching patriotism.

THE

Badge of Citizenship.

FOR PRINCIPALS AND SCHOOL OFFICERS.

THE METAL PARTS IN

YELLOW METAL, SILVER GILT OR GOLD.

Returning to the subject of the flags, I would advise that they be of silk, if possible, on account of their greater beauty, due to the softness and superior pliability of that material. They should be of three sizes, namely:

a. For the smallest children in Kindergarten classes.

STAFF. Of straight-grained, well-seasoned white maple, or other light, strong wood; three-eighths of an inch in diameter and twenty-four inches long; tipped with a wooden spear-head, covered with *bronze* leaf.

FLAG. Of Japanese silk. *On the pike or staff*, eleven inches in width; *Fly*, seventeen inches long; the selvage edge well secured to the staff.

b. For the smaller children in the four lower Primary Grades.

STAFF. Of straight-grained, well-seasoned white maple, or other light, strong wood; three-eighths of an inch in diameter and thirty-six inches long; tipped with a wooden spear-head, covered with *silver* leaf.

FLAG. Of Japanese silk. *On the pike*, fifteen inches in width; *Fly*, twenty-four inches long; the selvage edge well nailed to the staff with round-headed nails.

c. For the older children in the two higher Primary Grades and in all the Grammar grades.

STAFF. Of straight-grained, well-seasoned white maple, or other light, strong wood;

fifteen thirty-seconds of an inch in diameter and four feet long; tipped with a wooden spear-head, covered with *gold* leaf.

FLAG. Of Japanese silk. *On the pike*, twenty-four inches in width; *Fly*, thirty-six inches long; the selvage edge well nailed to the staff with round-headed nails.

The staffs should be covered with two coats of white varnish, to prevent their becoming soiled by frequent handling.

How Presented and Surrendered.

Assuming that the time in which the flags are to be competed for, and during which they are to be carried, is a single day, the prizes so won will be formally presented to each winner by the Principal of the school, in the presence of the assembled scholars, at the opening of the morning exercises on each school-day.

The following suggestions for conducting the ceremony of surrendering and of presenting the flags are offered for the consideration and use of Principals.

Immediately after the reading from the Scriptures, in the usual order of morning exercises, as prescribed in the public schools of this city, and at the direction of the Principal, those scholars who for good conduct had been awarded the flags on the previous school-day, leave their seats and proceed with dignified steps to the front of the platform; arranging themselves in line and facing the class color-bearer

and guard,* leaving room sufficient for the Principal to pass between the lines easily, each one holding his or her flag erect, supported by both hands, in front of the center of the body. The simple acts of leaving the seat, of moving forward to the position just indicated, the manner of holding and carrying the flag, and of surrendering it at the proper moment, can be made, if the Principal so choose, through an intelligent application of the principles of Delsarte, at once graceful and dignified in action, elevating in their influence on both actor and spectator, and in entire harmony with the great purpose and object we have in view in all these exercises, namely, that of impressing the child with a profound sense of the nobility and dignity of American citizenship.

It is for the Principal, also, to be actuated by the same high purpose, to be touched with a strong sense of *his* responsibilities as a leader and preceptor, and to indicate in every glance of the eye, in every gesture and tone of spoken word, the spirit which animates him, as he slowly moves along the front of the line, commencing on its right (his left), and receives the flags one by one from each scholar; pausing for an instant in front of each during the act of surrender, and uttering in a quiet tone a few words of commendation or encouragement to each child as it gracefully places the colors and the badge of citizenship in his hands. The Principal having

* The position of this class color-bearer and guard will be clearly described in speaking of the Class Flag. See page 33.

collected all the flags; at the command, the scholars return to their places in the same dignified manner in which they came forward.

The Principal next announces the names of those scholars, who have been reported by their teachers as having distinguished themselves above their class-mates for good conduct and bearing during the previous school-day.

As soon as the names are announced, the pupils so indicated will pass from their seats, in the same quiet and dignified way as did their predecessors, to the front of the platform and place themselves in line fronting the class color-bearer and guard. The Principal, accompanied by one of the color-guard detailed to carry the flags, will then pass along the line of honor pupils, starting on its right. Pausing in front of the first scholar, and taking a flag from the color-guard appropriate to the pupil's grade, he will place it in the latter's hands, and will next decorate the scholar with the bronze badge of citizenship in the manner already explained, accompanying the act with a kindly word of praise or caution, as may seem appropriate in each case. The flags and badges having all been distributed and the ceremony being concluded, at the command of the Principal, the honor pupils will return to their seats bearing their flags with them.

The flag so earned, will be carried by the recipient in any school or public exercises taking place during the current school-day. When not in use it will stand erect on the scholar's desk in a suitable

socket,* as the distinguishing mark for that day, of the *best citizen in the class*, instantly recognizable by every visitor.

Each scholar receiving the badge will wear it for the remainder of the day, and will be permitted to take it to his home, wearing it to school the next morning. Before surrendering his flag at the morning exercise, as has been described, he (or she) will remove the badge, ready to be placed in the hands of the Principal at the moment of handing him the flag.

As has been previously remarked, these flags and badges are to be used solely as rewards for good citizenship and not as prizes for good scholarship.

To introduce intellectual superiority as an element to be considered in the question of selection, would, as it appears to me, be quite as inconsistent with democratic principles, quite as un-American, as to make a particular nationality or religious creed, or the possession of a certain amount of property by the child's parents a *sine qua non*. If we undertake to make the possession of the flag the mark of a good citizen, it behooves us to conform strictly in our practice to the constitutional definition of a citizen.†

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* Suitable sockets of ornamented cast-iron, adapted to the present form of school-desks are now being manufactured for this purpose.

† CONSTITUTION OF THE UNITED STATES. *Article XIV. Section* 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United

3. The Class Flag.

We now come to the use of the flag as a reward to that class which the record of the preceding week proved to be pre-eminent for punctuality and attendance.

The effect on the child of its efforts to secure the flag and to be regarded by its companions and teachers as fitted to become a good American citizen, cannot but be salutary.* Insensibly to itself, as has already been explained, it has begun to learn how to measure its own powers; it has been taught a modicum of self-restraint, it has taken the first step towards governing itself. With such knowledge comes self-respect, and hence it is in every sense better fitted to become a member of a group com-

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States; nor shall any State deprive any person of life, liberty or property without due process of law; nor deny to any person within its jurisdiction the equal protection of the law.—Strander *v.* West Virginia, 100 U. S., 303; Virginia *v.* Rivers, 100 U. S., 313; Ex parte Virginia, 100 U. S., 339; Missouri *v.* Lewis, 101 U. S., 22; Civil Rights Cases, 109 U. S., 3; Louisiana *v.* New Orleans, 109 U. S., 285; Hurtado *v.* California, 110 U. S., 516; Hager *v.* Reclamation Dist., 111 U. S., 701.

* The plan just sketched for using the flag as a reward for individual good conduct has recently been tried in two schools of the Children's Aid Society with the most marked success. In one of these schools (West side) the Principal informed me that heretofore on the day following a general election, one-third and even one-half of her pupils were tardy or absent, whereas on the day after the last election, November 6, 1889—the use of the flag as a reward having been introduced about a week before—nearly every child was in its place at 9 A. M. At the other school (Italian, West side), a little girl, who for a year before had never been punctual, came at 8:30 A. M., soon after the inauguration of the plan of giving the flag as a reward for good conduct, to inquire of the Principal whether, if she came every morning at 8:30 A. M., she could carry the flag.

posed of others like itself, and to act in harmony with its associates, organized as a class, than it ever was before.

Such is one part of that mental and moral discipline, which, if steadily imposed, is to make the child a useful and honored member of society.

I would recommend that at this stage of the child's training in patriotism, this point be enlarged upon and be made quite clear to its mind by its teacher; so that it will gradually come to understand the nature of the change wrought in its thoughts, its desires and its habits, as its knowledge increases, and that this process is what is understood as character-building.

Applying the lessons so taught, we are now the better prepared to pass to the next stage of development in this method of training for citizenship, and consider its usefulness in promoting the interest of a class in patriotism, by reason of this very trained and strengthened character of its several members.

The practical application of this idea of using the national colors as a reward for the class, which during the preceding week had the highest mark for punctuality and attendance, originated with and was first introduced into the public schools of this city by Colonel De Witt C. Ward, one of the School Inspectors of the Seventh District, to the successful results of whose patriotic labors for the past seven years allusion has already been made.*

A handsome national flag of silk, suitably

* Part First, pp. 76, 77.

mounted, and surmounted by a gilded brass eagle, to distinguish it from those given for individual merit, is presented to the school by one or more friends, to be used as a reward in the manner hereinafter described.

The following is a description of the flag I propose shall be known as the "*Class Flag*":

STAFF. Of straight-grained white ash, oil polished, seven-eighths of an inch in diameter and six feet six inches long; surmounted by an eagle, of sheet brass, gilded, spread of wings seven inches; a plain brass socket ferrule at the lower end.

FLAG. Of best Japanese silk; *on the pike*, thirty-two inches in width; *Fly*, forty-eight inches long; with forty-two stars in the Union.

STAFF SOCKET. Of cast-iron, with wrought-iron stem of one-inch gas-pipe, ten inches high; the whole well japanned; one socket to accompany each flag and staff.

At the opening exercises on Monday morning, the Principal will announce to the assembled school the name or designation of that class which during the previous week obtained the highest mark for punctuality and attendance. The class having been thus designated, the next step is to select a standard-bearer to carry the class colors and represent the class in all exercises in which the flag is to appear.

As a still further incentive to good conduct on the part of each scholar, it should be made an indispensable condition attached to the office, that no member of the class shall be considered as qualified for the position, or eligible for election, unless such member shall have been awarded a Scholar's Flag at least once during the four school weeks preceding the day of such election.

In the Grammar Schools the duty of selecting a standard-bearer will devolve upon the members of the class winning the flag.

At the next noon recess after the announcement of the award, such members as are present will proceed to vote, by ballot, for that one of their number, who being eligible, is in their opinion most worthy of this honor. The candidate receiving a majority of all the ballots cast is to be declared elected; the several members of the class thus exercising in this mode of selection one of the fundamental rights of American citizenship, namely, that of the suffrage as applied to representation; a right as our forefathers expressed it, in the Declaration of July 4th, 1776, "inestimable to them and formidable to tyrants only."

In the Primary and the Industrial Schools, in which the children are usually quite young, the standard-bearer would ordinarily be selected by the Principal; nevertheless, whenever the age of the pupils will admit of it, the plan of permitting the class to elect its color-bearer should be followed; for the very cogent reason that an opportunity is here

presented to inculcate in the mind of the child, one of the fundamental principles which characterize our political system, namely, that "Governments derive their just powers from the consent of the governed," as is indicated by the action of the people when permitted to choose their own representatives.

Whether the standard-bearer be elected or selected, it should be clearly understood by the school that whoever carries the flag, *represents the class;* and that to be such representative, and carry the national colors, ranks among the highest honors in the gift of the class.

The class representative having been thus chosen, commencing on Tuesday morning, he or she carries the flag daily at the "morning exercises," standing in front of the Principal's desk and facing the assembled school; except on the first school-day of each calendar month and on Patriot's Day, on which occasions the School Flag will take the place of the Class Flag.

At all public exercises in which the school takes a part, the banner class takes precedence of all others, leading the column in all marching, the colors at the front.

During the school-day, and so long as held, the flag will be displayed in the room occupied permanently by the class into whose possession it has come, standing erect in its socket by the side of the standard-bearer's desk, thus instantly telling its story to every visitor.

In large schools, where there will be five or more

classes competing for the flag, I would recommend as a still further inducement to punctuality and unbroken attendance among the scholars, that a "*Color Guard*" be organized,* to be composed of a single representative from each of the two, or the four classes, which during the preceding week ranked next to the one having the highest mark for punctuality and attendance.

The merit of this plan lies in its admitting a larger number of pupils to the privilege and honor of guarding the flag, as well as binding the classes more closely together, by reason of all their members being animated by a common interest and friendly emulation to excel in good conduct. The effect of which must be necessarily, to stimulate all the classes to greater exertions than before to attain the foremost place. Furthermore, in the absence of the standard-bearer from any cause, there will be a substitute always on hand to act in his place and perform his duties.

It has been suggested that the color-guard should be composed of the best scholars, as a reward for their superior scholarship. I do not favor any such idea, for reasons already given in connection with the use of the flag as a reward for individual good citizenship. Such a plan would narrow the significance of the whole project, it would give to those

*The Color Guard should have an even number of members, to admit of either one or two standing on each side of the color-bearer when the guard is drawn up in line. Schools with from five to ten classes might have two; those with from eleven to twenty-five classes, four; and those with more than twenty-five classes, six pupils in the guard.

who are intellectually strong an undue advantage over those who are intellectually inferior. The integrity, the reputation and the honor of the nation are intrusted to, and are upheld and maintained by the whole body of the people, without regard to their intellectual attainments, and not alone by the most cultivated or the most learned.

The American idea is perfect equality of all citizens before the law. Let us, therefore, accord to every child, without regard to the accidents of birth or endowments, an equal right to a place of honor as a guardian and defender of the flag.

In the presence of the symbol of the nation, let all stand on a common footing.

Salutation of the Class Flag by the Assembled School at the Morning Exercises.

Since there is nothing which impresses the youthful mind and excites its emotions more forcibly or permanently than the observance of form and ceremony, particularly where, while it adds dignity to the occasion, its object is clearly understood and acknowledged to be fitting and appropriate; I would make use of this fact to give an added interest and importance to the use here made of the national ensign, and by means of a brief but most impressive act, repeated day after day, cultivate in the heart of every pupil a profound respect and veneration for the national sovereignity and power which our country's ensign symbolizes.

Accordingly, at the morning exercises, when the

Class Flag, borne by the standard-bearer and escorted by the color-guard, is brought into the presence of the assembled school, it is to be saluted by the scholars in the manner following:

The nine o'clock signal for the assembling of the school in its assembly-room having been given, the scholars massed in the adjacent halls and passages, march by music to their respective places, and being seated, the first duty in order, namely, the morning salutation of the Principal by the whole body of pupils, is performed.

Immediately thereafter, at a signal on the bell from the Principal, the standard-bearer, with the flag unfurled, accompanied by the color-guard marching behind him—they having previously taken a position on the left of the Principal's platform—advances with the guard to the open space directly in front of the Principal's desk and takes up a position facing the school; the color-guard being equally disposed on either side of the colors on a line with the color-bearer, elbows gently touching.

If there should be in the school either a boy or girl who can drum, or play on the fife, the bugle, the horn or the cornet, I would have them present to assist in the ceremony, in this wise.

At the moment that the color-bearer and guard take up their temporary position at the left of the Principal's platform, the drummer, or wind-instrument player, will assume a corresponding position on the right of the platform, and upon the signal

to advance being given, will move to the front of the platform and take a position facing the school, on the right of the guard and two paces distant therefrom.

Thereupon, at a second signal, the whole school will rise, and after a brief pause, until the utmost stillness reigns, at the command, "*Salute the flag!*" given by the Principal in a clear voice and a deliberate manner, each scholar—raising the extended right hand to the forehead (palm down), in unison with a like movement by the Principal—will salute the flag in military fashion.

Simultaneously with this movement, and in acknowledgment of the salute, the standard-bearer will slowly and gracefully dip the colors, while the drummer beats three long rolls or the wind-instrument player performs a flourish.*

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* Since this address was delivered, the following order, conceived in the same spirit which marks the ceremony above described, has been issued by the Secretary of the Navy:

NAVY DEPARTMENT, WASHINGTON, July 26, 1889.

General Orders, No. 374:

In order to insure uniformity, the following routine will be observed at morning and evening colors on board of all men-of-war in commission and at all Naval Stations. When a band is present it will play—

At morning colors: "The Star Spangled Banner."

At evening colors: "Hail Columbia."

All persons present belonging to the Navy, not so employed as to render it impracticable, will please face towards the colors and salute as the ensign reaches the peak or truck in hoisting, or the taffrail or ground in hauling down.

B. F. TRACY,
Secretary of Navy.

In making the salute the hand should not drop from the forehead until the music has ceased; the hand of each scholar falling in unison with that of the Principal. Following the principles of Delsarte, the movement of the hand and arm in making this salute should be on easy and graceful lines. I recommend that Principals study this point and have the scholars practice this motion with these principles in view.

By this act the school acknowledges its loyal allegiance to the authority of, and signifies its profound respect for the American Nation, of which the star spangled banner is the visible emblem and symbol.

Another signal, and the scholars resume their seats; the standard-bearer, with the flag displayed, guard and music remaining in their places during the remainder of the exercises; at the close of which the music retires, while the guard—in accordance with military courtesy—accompanies the colors to the door of the class-room where they are to remain through the day. To avoid the fatigue incident to carrying the flag during the progress of the exercises, the lower end of the flag-staff will be allowed to rest on the floor, the staff being held vertical by the right hand of the color-bearer.

At the close of the school-day it will be the last duty of the color-bearer to roll the flag on its staff, place it in its cover * to protect it from dust and injury, and then put it in some place of security prepared for it.

* These covers should be of brown linen, made to slip over the eagle, and tie just below the lower edge of the flag when rolled on the staff.

4. The School Flag.

Thus far in my subject I have treated only of the individual scholar and of the class in their relation to the sentiment of patriotism. So far as that sentiment concerns the individual child, I have explained the method proposed of using the flag as a mark or badge of citizenship, and for rewarding personal good conduct with the Scholar's Flag.

Touching the relation of this sentiment to the class, I have illustrated how a most essential feature of meritorious behavior on the part of this collective unit may be rewarded with the Class Flag. Following the order of argument we have adopted, of passing from the consideration of the lesser to the greater, in accordance with the law of development, we now come to the examination of the relation of the sentiment of patriotism, to that aggregation of classes—to the classes taken as a unit—which we call a school.

Henry Ward Beecher has told us in that impressive and most noble utterance of his in 1861, spoken amidst the heat and high excitement of the struggle to preserve our national life—words I have taken as the key-note and inspiration for this division of my subject—what the national flag means, what it stands for, what it is.

What he says of the relation of this ensign to the nation, I say of the relation of that ensign to the school.

The School Flag means, then, the practical application of the principles of the Declaration to the

training of youth; it means education for citizenship of the children, not alone of the masses, not alone of the classes, but of the whole body of the people, without distinction of race, or color, or religion, or creed, or social opportunities. It means that American citizenship is not the prerogative of high social caste, nor the superlative privilege of a "higher" or governing class, nor the exclusive earthly reward of believers in a particular form of religion, but is a right, a privilege and a reward for all those who acknowledge allegiance to, and are thoroughly loyal to the Constitution of the United States and to the laws of the Union.

It means that the gates of the Temple of Knowledge, like those of the Temple of Janus in ancient Rome, are in these United States ever wide open, so long as war is to be waged against ignorance, superstition, bigotry, intolerance, vice, crime, and all the evils which afflict society. It means emancipation from the rude thraldom of uneducated bodily powers; it means liberty of thought, intellectual freedom, social advancement, physical, moral and spiritual regeneration.

This flag, then, stands for education—wide, broad, liberal education; the cultivation of every sense, the development of every gift, the training of every faculty, the utilization of the whole body, of the whole intellect, of the whole man, so that his soul shall shine through every movement, expression and utterance of his material being. It stands for that system of public education which forty-two

States of this Union have embedded in their organic law; a system, imperfect, it may be, as all finite work must inevitably be, but, nevertheless, a system grandly framed for great and most noble ends.

The School Flag, therefore, symbolizes the public-school system of our common country, and for that, if for no other reason, we pay it our profoundest homage and respect.

As used by a single school, then, in the symbolic sense here intended, the School Flag represents the whole body of children under instruction — the school as a unit, as an entity; so employed, it bears the same relation to the school as an organized body, that a regimental flag in the United States Army bears to the entire regiment, having no regard to the nature of its component parts.

This ensign is to be used on all festal occasions, on all occasions of ceremony, whenever the school appears as a body in public, and particularly on "Patriot's Day." It should occupy at such times the most prominent and conspicuous place, where it can be seen by every child, that it may form the center of attraction—the rallying-point for every loyal heart.

I propose that this standard shall be modelled and mounted, so far as material, shape, dimensions and style are concerned, after the flags supplied to infantry and artillery regiments in the United States Army, but not necessarily of the same size and weight. It requires a well-built and physically strong man to carry a regimental color, and hence

we must in this matter pay some regard to the size and strength of the children who are to carry these flags. To meet this necessity I have chosen the dimensions here given; one size being adapted to the age and strength of the older children in the Primary Departments, or Schools; a second, to that of the older scholars in the Grammar Departments and Schools; and the third, to that of the more mature students in the High or Normal Schools.

The descriptions of these flags are as follows:

For Primary Schools.

STAFF. Of best white ash, oil polished; one inch in diameter and seven feet six inches long, a brass socket and ferrule on the lower end; on the upper end, an eagle in sheet brass, gilt; spread of wings, seven inches.

FLAG. Of best banner silk; *on the pike*, forty-two inches in width. *Fly*, forty-eight inches long, with thirteen horizontal stripes of red and white alternating, beginning with red. *Union.* In the upper quarter, next the staff, composed of a number of white stars equal to the number of States in the Union, set in a blue field of seamless banner silk. To be twenty inches long on the fly, and extending downwards to the lower edge of the fourth red stripe from the top. In case cords and tassels are used with the flag, they will be of blue and white silk intermixed.

NAME. The name of the school should be em-

broidered in white silk on the center stripe of red, thus: "Primary School No. 28" or "Lincoln Primary School."

For Grammar Schools.

STAFF. Of best white ash, oil polished; one inch and one-eighth in diameter and eight feet four inches long, a brass socket and ferrule fitted on lower end; on upper end an eagle in sheet brass, gilt; spread of wings seven inches.

FLAG. Of best banner silk; *on the pike*, forty-eight inches in width. *Fly*, fifty-four inches long, with thirteen horizontal stripes of red and white alternating, beginning with the red. *Union.* In the upper quarter, next the staff, composed of a number of white stars equal to the number of States in the Union, set in a blue field of seamless banner silk. To be twenty-two inches long on the fly and extending downward to the lower edge of the fourth red stripe from the top. In case cords and tassels are used with the flag, they will be of scarlet and yellow silk intermixed.

NAME. The name of the school should be embroidered in yellow silk on the center stripe of red, thus: "Grammar School No. 77" or "Boylston Grammar School."

For High and Normal Schools.

STAFF Of best white ash, varnished and polished; one inch and one-eighth in diameter

and nine feet two inches long; a brass socket and ferrule fitted to the lower end; on the upper end an eagle in sheet brass, gilt; spread of wings, seven inches.

FLAG. Of best banner silk; *on the pike*, sixty inches wide. *Fly*, sixty-five inches long, with thirteen horizontal stripes of red and white alternating, begining with the red. *Union.* In the upper quarter, next the staff, composed of a number of white stars equal to the number of States, set in a blue field of seamless banner silk. To be twenty-six inches long on the fly and extending downward to the lower edge of the fourth stripe of red from the top. Cords and tassels, crimson and yellow silk intermixed.

NAME. The name of the school should be embroidered in crimson silk on the white stripe next below the center stripe of red, thus: "Putnam High School" or "Cortland Normal School."

These flags, both on account of their cost, as well as the object for which they are procured, are worthy of the best of care. When not in use, therefore, they should be neatly rolled on their staffs and protected by a glazed or oil-cloth cover drawn over both eagle and flag, gathered and tied at the lower end.

Whether we regard it from a patriotic stand-point, or from a narrower and even a purely selfish point of view, I am convinced that the friends of education, and particularly the parents of scholars attending a school, can nowhere find a more worthy or

more appropriate object for the exercise of their generosity than that of assisting to provide one of the flags just described for that school in which they are personally interested. I say it without the slightest hesitation, that no investment of their money will in the long run pay nearly as well. Were all citizens good citizens, or indeed half as good as the model I have drawn in this address, there would be but little need for either police, courts or prisons. A very little statistical research will show that the expense which organized society is put to, in order to defend itself against the evil and destructive effects of ignorance, vice, and crime, far exceeds all other forms of taxation. No tax-levy gives so enormous a return as that laid for education.*

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* STATEMENT SHOWING THE ANNUAL APPROPRIATIONS FOR THE ENFORCEMENT OF LAW AND FOR PUBLIC EDUCATION IN THE MUNICIPAL GOVERNMENT OF THE CITY OF NEW YORK FOR THE CALENDAR YEAR 1889.

THE ENFORCEMENT OF LAW.

Departments.	Amounts.
The Law Department	$216,544 00
The Department of Public Charities and Corrections	2,190,050 00
The Police Department	4,409,550 94
Salaries—City Courts	351,900 00
Salaries—The Judiciary	1,087,550 00
The Sheriff's Office	65,700 00
Asylums, Reformatories, and Charitable Institutions	1,142,132 61
Cost of the enforcement of Law	$9,470,427 55

PUBLIC EDUCATION.

The Board of Education, for Public Instruction	$4,079,008 86
The College of the City of New York	146,600 00
The Normal College	118,500 00
Cost of Public Education	$4,344,008 86

The amount appropriated for Public Education is 45.8 *per cent. of that appropriated for the enforcement of Law.*

Therefore, I say, when the children or the pupils in any school, after having had a few months' experience in the use of the "Scholar's" and the "Class" flag, begin to understand what true patriotism means, and seek to give expression to the enthusiasm which their use has aroused, then let their friends come forward in a body and make the business of procuring a "School Flag" a public affair. The collection of the necessary funds, the selection of the flag, and all the other details incidental to the matter, will be as interesting and profitable to the participants as the friendly struggle for the Scholars' or Class Flag has been beneficial to the pupils; and I feel assured that after experiencing the enthusiasm which such a public-spirited spectacle will arouse, no one will ever regret any part he or she may have taken in it. The presentation of such a flag should be made the occasion of an era of good feeling in the whole community. Whatever our politics may be, we are first of all and above all, loyal Americans, and next to uniting for defense against an armed invasion of our country, is the act of uniting against ignorance and all its concomitant evils—against the enemies of society and social order—in the name of patriotic education.

The practice of Posts of the Grand Army of the Republic, composed as is this organization exclusively of veterans of the war of the Rebellion, of presenting to the public schools in this city and throughout the State as well, handsome national

flags, has—as has been shown by the record given in Part First—become quite general within the last two years. The number of such presentations, which were made to public schools in this city last year, clearly indicate the depth and sincerity of the popular feeling on this subject. I can conceive of no public act more appropriate and timely than that of the veterans of the war, as the surviving representatives of that grand army of more that a million of men, by whose fortitude, courage, and valor the union of these States was preserved as a precious heritage for their children, thus coming forward in their declining years, bearing gifts of national flags to the children of the public schools—the wards of the State, to remind them not only of what they owe to that grand army of 1861–1865, but what an inestimable legacy of freedom and liberty this flag represents, and under what weighty obligations these gifts place these youths, who are to be at no distant day in their turn, the conservators of these grand principles and the defenders of this land of their birth, or of their adoption.

In describing the three sizes of the School Flag, mention was made of having the name of the school embroidered on its flag. As embroidery is an art particularly adapted to the ability and æsthetic taste of young girls, and in which many are quite skillful, I would suggest that in every school in which there are girls, the work of executing the embroidery of the name be placed in the hands of a committee of the most competent pupils. In boys'

grammar schools, a committee of boys might be appointed to wait upon the Principal of the nearest girls' grammar school to solicit the aid of the girls in the matter of thus lettering their flag; the boys rendering the girls some equivalent favor. Having a subject of national interest in common, the association under such circumstances, would be beneficial to both sexes. Nothing could be more humanizing or more promotive of patriotic feeling than these social amenities. They should find a place in every school.

Assuming that a school has come into possession of such a flag as has just been described, the points connected with its use to be considered primarily, are: What shall be the qualifications of the standard-bearer? For what length of time shall he be charged with such duty, and under what conditions shall he be elected?—that is to say, the first question to be decided is the eligibility of the candidates; the next, their term of office; and lastly, the mode of electing them.

Regarding eligibility, it appears to me, that if we would make our practice entirely consistent with the principle already laid down of rewarding good conduct—that is, of rewarding exceptional merit as regards qualifications for citizenship—the selection of candidates for the office of color-bearer for the School Flag should be confined exclusively to those pupils who have been class color-bearers. All will agree that the highest honors should be conferred and the greatest responsibilities imposed upon those who in

similar positions of public trust have proved themselves worthy of the confidence and respect of their associates; and hence it is fair and reasonable to assume, that those scholars, whom the deliberate judgment of each class has pronounced best fitted to represent it, will be the ones of all the pupils, who would most creditably represent, and do the most honor to the school as a whole. Such a limitation of the candidacy would be in perfect harmony with both the theory and practice of American principles and American institutions.

Coming next to the question of the length of the term of office, we have seen that in the case of the Scholar's Flag, representing as that flag does, the merits of but a single individual, the time for which it can be held by the winner must necessarily be brief; both because of the number of individuals who will be constantly competing for it, whose equitable rights must be regarded, and that in accordance with one of the fundamental principles on which civil society is based, the interests of a single individual must ever be subordinate to the general interest of the great body of individuals which compose society at large.

Hence it is that the Class Flag, representing as it does a body of individuals, has a far greater significance than the Scholar's Flag. A significance which, so far as the honor and responsibility of bearing it are concerned, is measured by the increased length of time during which the bearer is charged with its care. In other words, with every increase in the

number of persons whose interests and rights the flag stands for, comes a corresponding increase in the honor and dignity with which the standard-bearer's office is invested.

Extending the application of this principle to the interests of the school taken as a whole, it is eminently wise and proper that the term of office of the bearer of the School Flag should be still longer than that of the bearer of the Class Flag; and accordingly, in order that the period during which the care of the School Flag is committed to a single scholar, shall be commensurate with the importance of the representation and the responsibilities of the trust, the term of office for the bearer of this Flag should be, in my opinion, not less than a calendar month. As to the mode of electing this officer, I submit for your consideration the following suggestive outline of the course to be pursued; premising, that we should constantly bear in mind that we are now about to give these children lessons in the elements of civil government, according to the forms and usages most consonant with the spirit of our American institutions; namely, that all citizens, according to the definition of citizenship just given,* stand on an equal footing before the law, and that all are equally responsible for the character and conduct of those of their number, to whom, through the medium of the ballot, public trusts, public duties and their attendant responsibilities are committed. Here, you will perceive, is an admirable opportunity to bring

See page 25.

into play that deep sense of justice and desire for equitable dealing, that independence of thought, that freedom of the mental powers, which, coupled with a clear knowledge of the merits of the question to be decided, constitute the only solid ground-work upon which an unbiassed and correct judgment can be based. This is the kind of training which forms the true source of that self-reliance, to which I have repeatedly referred as one of the prominent, and to my mind one of the most commendable traits of the American character. A trait which will be emphasized and strengthened, just in proportion as the education you give these children is founded upon sound principles, is thorough in its details, broad, liberal and yet practical in its aims, and noble in its aspirations.

In accordance with the precedent already established in the case of the Class Flag, and in harmony with the great political principle first formulated in the Declaration of Independence, "That governments derive their just powers from the consent of the governed," the bearer of the School Flag should be chosen by a majority of all the pupils in the school. Upon this question every scholar on the rolls, no matter what its age, should have the right accorded to it of indicating its choice. Here is an opportunity for practical training and correct instruction in one American institution at least—universal suffrage—which ought not to be neglected. The decision of the school as regards its choice of a representative should be expressed through the ballot. The election should be held on the day next preceding the last

school-day of the month, next before that during which the standard-bearer is to hold office.

In order that the election shall not in any way interfere with the regular duties of the school, and that it may be conducted in a perfectly orderly and becoming manner, it should take place on the day named, after the dismissal of the school, at an hour to be announced by the Principal.

The ballot-box will be placed in charge of from two to six *Judges of Election*, according to the size of the school,* which Judges are to be selected by the Principal from among the teachers, at least ten days prior to the day on which the election is to be held. Upon being selected their names will be announced to the school at the next morning exercise, and will be posted on the bulletin-board as hereinafter prescribed for the candidates.

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* The importance of the duties here assigned to the Judges of Election and their onerous character can be better understood and appreciated, when we consider what it will be to receive and canvass the ballots of from 200 to 1,600 children, whose numbers in many of the Primary Departments or Grammar Schools in this city fall within these limits. Here again is an opportunity for the introduction of orderly methods for enabling the voters to deposit their ballots rapidly, for skillful management of large numbers, without confusion or noise, and in numerous other directions for the display of ability in organization and administration, rarely to be met with; but through the medium of which, lessons in self-restraint, in self-government as well as in civil government and citizenship, of inestimable value, can be impressed on the pupils, which they will never forget.

In schools in which the Principal is the only teacher, I would suggest that he appoint two of the most intelligent and best behaved pupils to act as Judges; in schools or departments of 150 pupils or less, there should be if possible, two Judges; in those numbering from 150 to 500 pupils three Judges; in those with from 500 to 800, four Judges; in those with 800 to 1,200, five Judges; and in those with 1,200 or over, six Judges.

The duties of the Judges will be, to see that the polls are duly opened and closed at the place and at the times prescribed by the Principal; to provide a proper box or other receptacle for the ballots; to maintain perfect order during the voting; to see that every child has a fair opportunity to express its wishes through the medium of its ballot; to count the ballots, ascertain the result, and make an official report of the same in writing to the Principal.

Ten days prior to the day on which the election is to be held, the name of each candidate for the office of school standard-bearer* will be submitted to the Principal by the friends of each candidate, through the medium of a letter prepared according to the following form :†

NEW YORK, May 18, 1889.

Mr. EDWARD A. PAGE,
Principal Boys' Department,
Grammar School No. 77 :

DEAR SIR:

We have the honor to present for your consideration and approval, the name of CHARLES BROWN, of class A-2, as a candidate for the office of school standard-bearer for the month of June, 1889.

Very respectfully,
Your obedient servants,
(Here follow the signatures of the Committee which has Charles Brown's interests in charge.)

* No scholar to be eligible unless he or she has held the office of class color-bearer at least one term, or has been duly elected and served for at least one calendar month as a member of the school color guard, prior to his or her candidacy.

† This letter should be neatly written on one side of a sheet of letter-

If in the opinion of the Principal the candidate thus proposed is a proper person to fill the office, he will enter the name on the official list of candidates and their promoters, over his own official signature, and post the list so authenticated on the school bulletin or notice-board, one week prior to the day on which the election is to take place.

Votes cast for any other candidates than those thus proposed will not be considered by the Judges, but will be returned as blank votes.

At the same time that the names of the candidates are posted, the Principal will in writing, over his official signature, announce the day on which, the room in, and hour at which the polls will be open, and also the names of the Judges he has selected.

The votes having been duly canvassed, the result of the election will be reported in writing to the Principal, before 9 A.M. the next day, in the following form :

NEW YORK, May 30, 1889.

Mr. EDWARD A. PAGE,
Principal Boys' Department,
Grammar School No. 77 :

DEAR SIR :

We would respectfully report the following as the result of an election held in the Assembly Hall between the hours of 3.15 and 5 P. M. to-day

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paper, leaving a margin of not less than an inch wide at the left hand. It should be folded in three equal parts, across the page, be inclosed in a No. 9 envelope and properly addressed to the Principal.

for a *School Standard-Bearer* to take the place of Henry Raymond, whose term of office expires on the morning of June 1, next.

Whole number of scholars on the school rolls,	890
Whole number of votes cast, - - -	854
Necessary to a choice, - - - -	428
Of which Charles Brown received, - -	536
" " Henry James, " - - -	186
" " Thomas Pope, " - - -	123
" " Blank, " - - - -	9
Total votes, - -	854

We accordingly declare Charles Brown to be elected.

CHARLES L. LAWRENCE,
LOUIS SOMMERS,
LOUISE KRAMER,
JENNIE BERMINGHAM,
JULIA C. CREMINS,
} *Judges of Election.*

At some point in the morning exercises on the following day, being the last school-day in the month, the Principal will announce the result to the assembled school by reading the report of the Judges, a copy of which will thereafter be placed on the notice-board for the use of the school.

The School Color Guard.

If, as it has been shown, it is appropriate and advantageous to have a color guard for the Class Flag, it is even more fitting and necessary to have a similar body of chosen pupils as a guard for the

School Flag, as will be very apparent, when I come to rehearse the duties which are imposed on the school standard-bearer and his official supporters, in connection with the care of the Signal Flag.

If we would cultivate in children a sense of respect, as well as a love for the flag, because of what it stands for—because it is the symbol of the American Public School, we must in every way evince a solicitude respecting its care, and invest the office of the color guard with all the dignity and importance which numbers can give. As in the case of the Class Flag, the guard for the School Flag should have an even number of members and for precisely the same reason. As to what this number should be I recommend the following rule to determine it: For all schools or separate departments of a school having four hundred pupils or less, there should be two members in the guard; for schools or separate departments with above four hundred pupils and not over seven hundred, the guard should be composed of four members; for schools or separate departments with above seven hundred pupils and not over one thousand, there should be six members; while where the number of pupils exceed one thousand, the guard should number eight members.

Concerning the question of eligibility; in accordance with the well-established principle that those are best fitted for special work, who have had some experience in its details, and in order that new and more desirable rewards—in the form of positions of higher trust, larger responsibilities, and by conse-

quence of greater honor and dignity,—may be offered to those pupils who have already distinguished themselves by good conduct, only those scholars should be eligible for the guard, who have served at least one term either as a class color-bearer, or on the class color guard, prior to his or her becoming a candidate for the higher position.

The term of office should be two months, one half the guard being elected every month, thus securing one or more experienced members at all times.

The members should be elected by ballot, on a separate ticket from the school standard-bearer; the ticket with the names of the several candidates, being inscribed, when folded, "*School Color Guard*," while those for the color-bearer will, after being folded, be inscribed, "*School Standard-Bearer.*"

The nominations should be submitted to the Principal, as in the case of those for the color-bearer, ten days prior to the election, and in conformity to the rules already set out as to being in writing, being approved by the Principal, and being duly posted.

After the polls are closed the Judges will canvass, first, the votes for the color-bearer; and next, the votes for the color guard.

If there is but one vacancy in the guard to be filled, the candidate receiving the highest number of votes will be declared elected. If there are two, three or four vacancies to be filled, the two, three or four candidates having the highest number of votes will be declared elected. Immediately after the result of

the election has been ascertained, the Judges will make a written report to the Principal in the following form:

NEW YORK, May 30, 1889.

Mr. EDWARD A. PAGE,
Principal Boys' Department,
Grammar School No. 77:

DEAR SIR:

We would respectfully report the following as the result of the election held to-day for two members of the school color guard, to serve during the months of June and September next:

Whole number of voters, - - - -	784
Whole number of votes cast, - - -	1,568
Of which James Fraser received, - -	467
" " Solomon Cohn " - -	465
" " Henry Otis " - -	450
" " Patrick Halloran " - -	180
" " Blank " - -	6
Total, -	1,568

We accordingly declare James Fraser and Solomon Cohn to have been duly elected.

CHARLES L. LAWRENCE,
LOUIS SOMMERS,
LOUISE KRAMER,
JENNIE BERMINGHAM,
JULIA C. CREMINS,
Judges of Election.

At the morning exercise on the last school-day of the month, at the same time that the Principal announces the result of the ballot for the school

standard-bearer for the ensuing month, he will also announce the names of those of the color guard declared to be duly elected for the ensuing two months by the Judges of Election.

As a still further honor, the school color-bearer and the members of his guard, will be decorated by the Principal with the badge of citizenship, on the occasion of the ceremonious transfer of the School Flag from the old to the new guard, at the morning exercise of the first school-day in the month. These badges they will be permitted to wear during school hours and on all occasions of ceremony at which the colors are carried.

Transfer of the School Flag from the custody of the old, to that of the new Guard.

The ceremony of transferring the School Flag from the custody and care of the old standard-bearer and his guard, to that of the new bearer and his associates, if conducted with tact and dignity on the part of the Principal, can be made, not only a most impressive occasion, but one affording a fitting opportunity for the head of the school to give voice to, and to inculcate the noblest and most patriotic sentiments. In fact, he should so carefully prepare himself for the occasion, as to make each monthly return of the day an opportunity for impressing on the minds of his pupils some great historic truth, having a direct bearing on the birth, development, or the present condition of our political institutions; so that it will be a day looked forward to with the

deepest interest by every scholar, to hear what he may have to say.

On the assembling of the school at 9 A. M. on the first school-day of the month, the first exercise on the programme will be the inauguration of the new school standard-bearer.

The outgoing standard-bearer, carrying the flag unfurled and attended by his color guard, will take up a position on the right of the Principal's platform, the flag in front, the guard by twos in its rear, the drummer or bugler in rear of the guard. At the same time, the new standard-bearer, followed by the one or more new members of his guard, will assume a corresponding position on the left of the platform.

The school being assembled; having given the usual morning salutation to the Principal, and the Scriptures having been read, at a signal on the bell, the two standard-bearers, attended by their respective guards, will advance slowly to the space in front of the platform, arranging themselves in a single line facing the school; the new standard-bearer and his guard in front of the middle of the platform, the old guard on the right of the new one, and two paces therefrom; the music at the extreme right with an interval of two paces between it and the old guard.

The two guards having taken up their positions, the Principal will proceed in a few pointed and well-chosen words to carry out the suggestion just made touching the subject of his remarks. Selecting some striking incident or event in the past, or in the contemporaneous history of the American people, he will

point out its bearing or influence, upon the social or political life and growth of the nation. If the example selected is of a date anterior to the Declaration of Independence, he will endeavor to trace how far it may have contributed to lay the foundations of the government under which we live; if the event is more recent, he will seek to show how far its influence may have promoted, or retarded the growth of American institutions. He should essay to draw a moral from the narrative, and connect it if possible with the ceremony which the school is about to witness—of transferring the symbol of national sovereignty from one custodian to another. As, for instance, by calling attention to that aspect of the philosophy of history which teaches us that great men pass away, that measures of seemingly vast import prove transitory in their results, but great principles and great truths in morals and in politics, remain for ever immutable.

If the outgoing standard-bearer has performed his duty well, the fact should be alluded to in terms of commendation, and a conclusion should be reached by exhorting the whole school to emulate the example of this public officer in the discharge of their duties as scholars and citizens.

Having closed his remarks, the Principal will proceed to collect the badges of citizenship held by the old standard-bearer and the outgoing members of his guard during their term of office, by slowly passing in front of the guard so as to give each one an opportunity to surrender his badge. This done,

he will pass to the front of the new guard, and commencing with the color-bearer, will decorate him and each of the new members of his guard with a badge. Returning to the old guard, he will take a position in front of and facing the colors; whereupon the outgoing standard-bearer will surrender the colors to him, with all the elegance of movement and dignity of manner at his command.

Taking the flag in his right hand, the Principal will advance a few paces to the open space in front of the guard, half facing the school, at which place he will be at once joined by the new standard-bearer, who will take a position on the left of, and facing the Principal. Thereupon, the Principal, in a clear voice and with a deliberate and emphatic utterance, so that the whole school can hear, will address the color-bearer somewhat to this effect:

"A. B.; you have been formally chosen by your school-mates as their representative to carry this flag for the ensuing month. I charge you to be faithful and true to this high trust, and neither by word nor deed to do aught to tarnish the fair fame of this school, of which this standard is the symbol. Guard this flag, then, with jealous care; it stands for our common country; it stands for that grand system of public education, which has freely placed at your disposal the matchless opportunities for self-improvement which you and your associates enjoy to-day; it stands for all that is best in our modern civilization; I hereby place this flag in your keeping, and with it the reputation and honor of this school."

With these words the Principal will place the flag in the hands of the standard-bearer, who will immediately resume his position in the ranks of his guard.

At the same moment, those members of the old guard who have yet a month to serve, will quietly take their places in the new guard, next to the color-bearer.

The Principal having resumed his place on the platform, at a signal on the bell, the whole school will rise. When the utmost stillness reigns, the flag will be saluted by the school in the manner already described in connection with the Class Flag.* As soon as the salute has been given, at the command of the Principal, while the school remains standing, the old guard, led by its drummer, beating an appropriate air, will march past the new guard with heads erect, firm steps and a soldierly carriage, and so return to their places in the school. As they pass before the new guard, the flag will be dipped in their honor.

The installation of the new standard-bearer concluded, the ordinary routine of the morning exercise will be resumed.

5. The Signal Flag.

Having studied the subject of the introduction of the flag in its symbolic character, into the curriculum, so far as the daily internal administration of the school is concerned, we pass next to the considera-

* See pages 32–35.

tion of the influence which the flag can be made to exert on the public at large, through the agency of the external administration of the school, as it floats from a flag-staff placed on the school-house, or in the adjacent grounds:* 1. When used as a symbol to mark the loyalty of every teacher and every scholar to American principles and American institutions: and 2, When used as a signal, to indicate that the school is in session.

If a century of vigorous and unexampled growth entitles us as a people to take high rank among the nations of the earth; if the public school can be properly regarded, as I have here claimed that it is, the nursery of the State, then I can conceive of nothing more appropriate than that the peculiar office of these schools should be, to teach patriotism to the children of this people, with the symbol of national sovereignty floating above them. The idea of raising the national ensign over the school-house, is by no means a new one in this metropolis. During the war of the rebellion of 1861-65 every public school in this city was dominated by a flag-staff, and in harmony with the intensely national feeling which at that period permeated all classes of society, the national colors were always displayed whenever any occasion arose demanding it.

As time went on and the stirring events of the war passed into history, the exuberance of patriotic ardor became less and less, the flag was more infrequently seen on the schools, until in 1887, but about

* See page 13, *ante*.

twenty-five flag-staffs remained on the one hundred and thirty-two public school houses in the city at that date, and most of these were in an unserviceable condition. In that year surveys and estimates were made, looking to the renewal of unsafe staffs, placing new ones on such houses as were without them, and supplying the whole number with a new outfit of halyards and flags; these estimates amounted to a total of $28,000.

Aside from this great expense, not to mention that of renewing the halyards and flags periodically, the leaking of the roofs—caused by the injury to the roof covering from the racking motion of the staff during the continuance of high winds, and by persons constantly walking over them to reach the staffs—was found to be an insuperable objection from a constructive point of view, to allowing the staffs to remain on top of the school-houses, and accordingly, in 1888, nearly all that remained were removed.*

As the patriotic enthusiasm among the teachers and pupils in these schools, until a very recent period, was not sufficiently fervid or pronounced, to demand the retention of the flag-staffs, at the cost of devising some better way of fitting up the staff, not open to the objections mentioned; or of finding some better location for it, on or near the building, the whole matter of displaying the flag on the school-house fell into desuetude.

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* On the 1st of May, 1890, but eleven remained on the 176 school-houses owned or leased by the city and in charge of the Board of Education.

Voluntary vs. Compulsory Patriotism.

That there has been within the last year a marked revival in the interest which the general public takes in the question, both of the use of the flag in the school and of displaying it on our public school buildings, is proved by the fact that within the past five months the legislative assemblies of two States * have been urged to place upon the statute-book laws bearing directly upon this subject.

It would seem that in proportion as some of our people realize the fact, that heretofore patriotism, as a distinct branch of education, has been for the most part utterly ignored and neglected among us, so do they seek now, through the interposition of the machinery of government, moved by the zeal characteristic of new converts, to win over the entire community to their newly-acquired views, even though it must be accomplished—to speak metaphorically—at the point of the bayonet. This disposition to invoke the force and even the penalties of law, to reach results in a matter which, as in every other form of education, is dependent for its real value upon a proper cultivation of the mental powers, concurrently with a judicious appeal to the higher emotions, is in my opinion quite as unnecessary as it is unwise and inexpedient.

Under our form of government, no law which is not sustained and backed by public opinion can ever be properly and peacefully enforced; and hence,

* Wisconsin and Pennsylvania.

until that great body which we call the public—or a majority of it—has been so moulded and trained through the medium of the educating influences of our social and political life,—exerted mainly through the public school,—as to fully appreciate what true patriotism is, and so make the opinion of this great public a living force; it is idle, as it seems to me, to enact compulsory measures to effect this end. Neither patriots nor saints can be created by statute; there is no royal road to true patriotism through legislative enactments; they may be of use to encourage the cultivation of this virtue, but never to enforce it. The animating force which imparts vigor to patriotic ardor must proceed from within, rather than act from without; it must be innate rather than extrinsic. In short, patriotism, to be real and enduring, must be the voluntary offering of a soul filled with the noblest and most generous impulses, and not a half-hearted, reluctant and perfunctory service rendered in obedience to arbitrary law. To reiterate more emphatically what I have already said,* education in patriotism, to be of the greatest and most lasting value, must commence in childhood, the earlier in point of years the better. When, through daily lessons in all the minor as well as the cardinal virtues; when, through daily additions to its stock of knowledge, of its relations to its companions, of its relations to the citizens of the place in which it lives, and through these of its relations to that larger society to which we have given the name of the nation, the child, year by year, learns

* See pages 8, 9, *ante.*

more and more to appreciate what American citizenship really means; when, with its growth in stature and all knowledge, comes that mental discipline, that intellectual breadth and development which enables it more clearly to comprehend the true meaning of patriotism, there will come a time in the evolution of its school life when the flag on the school will be but the natural expression and exponent of the fervid love of country which that discipline of mind and body called education, has developed in every scholar's heart. A patriotism, which supremely conscious of the rights, the privileges, the worth and the dignity of American citizenship, will not require an act of the Legislature to remind it of its duties.

This inclination to look to the formalities and force of law to promote a love of country, rather than to depend upon the slower, more democratic, but more effective and thorough methods which I have here pointed out, has assumed two forms, which accurately reflect the political ideas of their respective supporters. One of these may be described as permissive legislation, the other as mandatory legislation. We have an example of the first form in the statute passed in April last by the Legislature of the State of Wisconsin, authorizing School Boards to purchase, at the public expense, one or more flags of the United States, and place the same in the schoolrooms under their charge.* That is, these Boards are

* LAWS OF WISCONSIN, 1889. Chapter 272.

AN ACT *to authorize School Boards to purchase United States Flags.*

The People of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:

SECTION I. The School Board of any city or district is hereby

authorized by this act to do for the schools, precisely what the extended record given in Part First of this address, shows has been done voluntarily for the past two years, by the friends of the public-school system in this city.

We have an example of the second form of legislation referred to, in a bill which was introduced into the House of Representatives of the State of Pennsylvania in January last, which not only authorized the Boards of Directors and Controllers of the several school districts of the commonwealth, but *required* them, to erect and maintain upon all buildings used for school purposes, and over the buildings and grounds of all educational institutions receiving aid from that State, "A flag-staff equipped with the necessary appliances pertaining thereto," etc.* I am

authorized to purchase, at public expense, one or more flags of the United States, and place the same in the school-room or rooms under their charge; also to purchase such necessary apparatus as may be necessary for properly preserving such flag or flags; provided, however, that not more than one flag and appurtenances shall be purchased for each department.

Approved April 4, 1889. *Published* April 6, 1889.

* The following is a copy of the Bill:

LEGISLATURE OF PENNSYLVANIA.

HOUSE OF REPRESENTATIVES. NO. 15—SESSION OF 1889.

MR. H. P. BROWN. In place, January 11, 1889.

MR. H. P. BROWN. Education, January 16, 1889.

AN ACT

Providing for the purchase, maintenance and daily display, during school sessions, of the American flag over all public school buildings or the grounds belonging thereto within this Commonwealth, and over the school buildings or grounds of all educational institutions receiving aid from this Commonwealth.

SECTION I. *Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania in General Assembly met, and it*

not aware of the nature of the arguments used by the opponents of the bill, but whatever they may have been, they were of sufficient weight to defeat it on a third reading.

In striking contrast with the spirit and mandatory

is hereby enacted by authority of the same: That the Boards of Directors and Controllers of the several school districts of this Commonwealth be and they are hereby authorized and required to erect and maintain, or cause to be erected and maintained upon each and every building, or the grounds belonging thereto, used and occupied for public school purposes within their several school districts, a flag-staff equipped with the necessary appliances pertaining thereto, and to provide and maintain for each of said buildings a flag of the United States of America, of suitable dimensions and quality, subject to the inspection and approval of the State Superintendent of Public Instruction, or his duly authorized agent, which shall be hoisted upon said flag-staff by the janitor of the school building, or a teacher employed therein, or other person, at the opening of each daily session of school, and shall remain elevated until the close of each daily session during the entire term or terms of said public school in each and every school year.

SECTION II. It shall be lawful for the Boards of Directors and Controllers of the several school districts of this Commonwealth to purchase the necessary flag-staffs, flags and other appliances, and to pay for the same and all expenses pertaining thereto, out of the ordinary School Fund of their several districts, in the same manner as salaries, fuel and other expenses are now paid.

SECTION III. The Boards of Directors or Controllers of the several school districts of this Commonwealth shall not be entitled to receive any portion of the amount of money due to their several school districts in any year from the State appropriations for public school purposes until they shall have certified under oath, to the State Superintendent of Public Instruction, that all of the provisions of this Act have been fully complied with, which certificate shall be made annually.

SECTION IV. The Boards of Trustees or Managers of all educational institutions which shall receive aid from the Commonwealth shall be required to erect and maintain, or cause to be erected and maintained upon their school buildings or grounds, a flag-staff equipped with the necessary appliances, and to provide and maintain a flag of the United States of America, and no other, of suitable dimensions and quality, which shall be hoisted upon said flag-staff at the opening of each daily session of school, and shall remain elevated until the close of each daily

character of this bill, let me relate an incident which aptly illustrates the principle I have all through this address endeavored to emphasize, that in its inception and early development, the sentiment of patriotism, to be perpetually vigorous and fresh, must be a

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session during the entire term or terms of said school in each and every year, and no portion of any moneys hereafter appropriated to any educational institution, shall be paid over to such institution until a certificate under oath or affirmation made by the trustees or managers of such institution shall have been filed with the State Treasurer setting forth that all the provisions of this Act have been fully complied with, which certificate shall be made annually.

SECTION V. All Acts or parts of Acts inconsistent herewith be and the same are hereby repealed.

Since this address was delivered, another example of bills of a mandatory character, touching the display of the flag, has been furnished by the Legislature of the State of New York. The following is a copy of the bill referred to:

STATE OF NEW YORK.

No. 12.

IN SENATE. JANUARY 7, 1890.

Introduced by Mr. Coggeshall—read twice, ordered printed, and referred to the Committee on Finance, when appointed.

AN ACT

Providing for the purchase and display of American flags in connection with the school buildings of the State.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

SECTION I. The Board of Education, or the trustees in the several cities and school districts of this State, shall purchase, or cause to be purchased, a suitable American flag, and they shall erect and maintain, or cause to be erected and maintained upon each school building or the grounds belonging thereto, a suitable flag-staff with the necessary appliances for displaying said flag, and shall cause said flag to be displayed upon said staff upon all public holidays, and at such other times as the Board of Education or the trustees may direct.

SECTION II. It shall be lawful for said boards and trustees to pay for said flags and staffs, and to provide for the proper care of the same, from any school funds which they may have in their hands, or which

spontaneous emotion; leaving it to the matured intellectual powers to confirm and strengthen, by critical investigation and deliberate study, the impressions previously made on the emotional nature of the child. Where the heart is enlisted, so will the intellect be directed, and with the happiest results; both are imperatively needed to develope the true patriot. But to my illustration:

This very evening* I am invited to be present at the West Side Italian School, on the occasion of the presentation by the young Italians of both sexes—pupils in the evening class—of a large American flag, 10 by 20 feet in size, with suitable staff and halyards for displaying it from the roof of the building. I am informed that these scholars—who are employed at various vocations through the working-day and then voluntarily spend two hours for five evenings of the week in endeavoring to obtain the rudiments of an education—when invited recently in common with all the pupils in your schools to aid in procuring a memorial tablet for your late

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may be subject to their order, or to include the expense thereof in the next annual estimate for school purposes, or in any tax list for school purposes. The expense thereof shall be met by boards and officers charged with the duty of raising or appropriating money for school expenses as any other necessary expenditures for school purposes are raised.

SECTION III. The Superintendent of Public Instruction shall see that all public schools, or educational and charitable institutions which receive aid from the State, shall comply with the provisions of this Act, and he is authorized to determine what will constitute a suitable and proper compliance therewith.

SECTION IV. This Act shall take effect immediately.

*June 28, 1889.

Superintendent, Mr. Skinner, contributed so generously of their slender means, that it was only necessary to accept as their portion but about one-half of the amount offered.

The disposition of the balance having been left very properly to the decision of the contributors; upon a ballot being taken, it was unanimously agreed to expend it in the purchase of a large American ensign, as a patriotic memorial in honor of their late friend and Superintendent.

This spontaneous and graceful recognition of what American institutions have already done, and are now doing for this class of our city's population, is only another proof of how this society, through you, its teachers and the interpreters of the Christian spirit in which it works, has touched, and insensibly—but none the less strongly—influenced the hearts of these youths, and further, what a grand foundation you, as its representatives, are thus laying for the future of this Republic.

When we consider the very low social grade from which have came these children of alien birth or alien parentage, representing as their parents do in most cases, and their progenitors before them, the peasant laborers, the shepherds and the vine-dressers of the Italian provinces, particularly those inhabiting the southern peninsula—the Apulia of the Romans—a peasantry, who, in this portion of Italy at least, for centuries have been practically never else than serfs; a people, whose social and political condition is to-day, practically no better than was that

of their ancestors one thousand years ago; compared to whose dense, black ignorance, bitter poverty and utterly hopeless and stolidly apathetic lives, the lot of the average American black slave before the war of the rebellion, stood for intelligence, freedom and affluence itself; when we come to understand better the magical change which the immigration of their parents to this country has brought about in the daily lives of these children, and what a hopeful future their school life unfolds to them, through your devoted efforts, where all was dull despair before; we stand amazed at what a change has been wrought in these people through your disinterested labors.

With all this in view, it is easy to understand with what a pardonable pride these children will hereafter gaze upon that flag, as it floats over their educational home, and how it is that in thus voluntarily dedicating to the memory of their departed friend, the symbol of that nation of which it is their highest ambition to become a part, they have not only done honor to a man whose earnest life, sterling character and noble example, reflected the typical American citizen, but they have, in the best sense of these words, honored themselves.

As between the voluntary system of patriotic education, as illustrated by the daily work of this society, a system in striking harmony with the modern idea of confining the functions of government to those lines which affect the interests of civil society at large, instead of those which promote only the

interests of a single or a privileged class, and that compulsory system of training the emotions which mandatory legislation seeks to inaugurate, I think there can be no hesitation in choosing. The one is consonant with the whole spirit of our institutions, the other with monarchical and aristocratic precedents; the one seeks to lead the scholar, the other attempts to drive him; the one appeals to reason, the other to brute force.

This single illustration of what the labors of this society have indirectly accomplished in the way of patriotic education in its schools, gives but a very faint idea of the tremendous influence it can be made to exert in that direction, if we can only unite upon a well-conceived and harmonious plan for future action. And it proves further very conclusively, as it seems to me, the practical value of the methods here outlined for making each child familiar with the symbols of patriotism from its earliest years; so that when the question arises as to placing the flag on the outside of the school-house, that the world may know that all are loyal within, it shall be but the final act and consummation of a carefully wrought out plan, an additional step in the upward progress of the scholar in its education in civics, as natural and as inevitable as its advancement in any other branch of knowledge, or its bodily growth in size and stature from year to year. Not as a recent newspaper article expressed it, that it "will do much to keep alive the patriotic spirit," as if such an act was the inciting cause, but

rather that it is but one effect, but one more step forward in a long course of training, due simply and absolutely to the strict observance of the natural law of development. Therefore, I reiterate here what I have already twice emphasized, that when, by the use of the flag as has been here set forth, every child in the school has come to love and respect it; when they begin to appreciate in some slight degree what it is to love their country; when they are ready to work in order to obtain the flag; when they are eager to make personal sacrifices to secure it; then let their parents and friends step in with their material aid, and the flag so secured will have a depth of meaning, and will represent to these children what it represents to every man who has fought for it, and to every woman whose heart has been wrung for it: a supreme effort; a great trial; a costly sacrifice. On that which has cost us the most, we always set the highest value; hence, following the same law, these children, by reason of the training I have outlined, will insensibly be brought to some faint sense of appreciation of what it means to be born at the close of the nineteenth century, within the protecting arms of the American Republic; "where," as one of our great writers has said, "domestic peace is maintained without the aid of a military establishment"—"where every man may enjoy unmolested the fruit of his own industry"—"where every mind is free to publish its own convictions," and "where religion is neither persecuted, nor paid by the State."

In due time they will learn that it is such great

rights and inestimable privileges as these, for which the Revolution was fought, and which were only secured at a vast sacrifice of treasure, of blood and of personal suffering on the part of our forefathers, not only that we their children, but that the whole world might be free.

As Whittier has said:

> "Not for *their* hearths and homes alone,
> But for the world the deed was done;
> On all the winds their thought has flown
> Through all the circuit of the sun." *

When, therefore, the children in any school have arrived at such an appreciation of the real meaning of freedom, and their hearts are in touch with every patriotic emotion, then, indeed, it can be averred with truth that the flag on the school-house will have a real significance, in that it will become a sign and pledge to the world, that every child and teacher under its roof is a true-hearted, earnest-minded, loyal-spirited American, well understanding the great responsibility which citizenship confers, and fully prepared to assume that responsibility when the time is at hand to do so.

How shall the Loyalty of a School to American Institutions be Ascertained and Tested?

As has already been observed, one of the most useful and, as it appears to me, one of the highest purposes for which the flag can be employed in its symbolic character, is that of indicating, by its pres-

* From the ode read at the unveiling of a statue of Governor Josiah Bartlett, one of the signers of the Declaration of Independence, at Amesbury, Mass., July 4, 1888.

ence on the school-house or on the adjacent grounds, the thorough loyalty of all connected with the school—teachers as well as scholars—to those great and distinctive political principles, through a devotion to, and through the practical application of which for a century—as measured by the constantly-increasing knowledge of their true meaning among the mass of the American people—there has been evolved gradually and established more and more firmly, those well-settled civic canons, that body of original political doctrines, which have come to be known and accepted as American institutions.

Prominent among these doctrines, is that of the necessity of free education for the children of all citizens at the public cost; and hence, conspicuous among these American institutions, stands to-day, that most popular and most successful one, the public-school system.

Now, it would be very unreasonable to expect, still more to demand, that a body of children under instruction should understand, or indeed have any clear or definite notions regarding the meaning and force of the political principles here referred to; principles, which it is not asserting too much to say, that a very large majority of those who are legally entitled to exercise the elective franchise in the United States at the present time, could neither formulate nor satisfactorily explain.

On the other hand, it is certainly not exacting too much, either of the immature mental powers of children, or of the innate sense of justice which they

possess in so high a degree, to ask that those scholars who shall hereafter be trained for citizenship on the plan I have indicated, or who may enjoy the added advantage of the methods of mental discipline which I shall describe under the head of Intellectual Patriotism, while being educated under this beneficent free-school system, and who in the near future are to experience all the advantages which a government, founded upon those great principles, confers upon the civil society, of which, even now, these children form a part; should devoutly believe in the political necessity and merits of the public school, and be loyal and true to that institution, to which they must be ever deeply indebted.

Admitting that this argument is sound, the question at once arises, how shall the loyalty of these scholars to their political foster parent—the public school—be ascertained and tested?

I think no one at all familiar with the mental habits and the daily lives of school children will dispute, that the training and exercises I have outlined, in which the use of the national colors and the badge of citizenship form so essential a part—particularly if conducted under the direction of teachers, who themselves thoroughly believe, as they ought to, in the American idea of the public school; in the absolute equality of all men before the law; that free government, in the best sense of these words, is but the practical application of Christian charity to the conduct and conservation of social order; and that the best citizens are those most

deeply imbued with the spirit and essence of Christianity—must produce inevitably in the long run, a very deep and abiding impression on every child subjected to such influences, no matter what may be its intellectual endowments, its social position, or its environments; and that in due time these impressions will manifest themselves in many unmistakable ways, readily interpreted by the teacher.

That the effect of the system of mental training and personal discipline at present in vogue in the public schools of this city—particularly under the stimulus of the new interest which has been given during the last two years to patriotic subjects, by the presentation of national flags, and portraits of Washington and Lincoln to many of these schools —has exerted a remarkable influence in reviving patriotic ardor and arousing patriotic enthusiasm, there can be no manner of doubt.

The evidences of the growing interest of our young people in all that concerns a love for, and the future welfare of our country, is daily more and more manifest and widespread, and all lovers of America, who are very properly deeply solicitous as to the future of this our glorious heritage, may rest assured that there is no degeneracy in the race in this regard, certainly so far as the pupils in the public schools of this city are concerned.*

* Since this address was delivered, many striking illustrations of the truth of this assertion have come under my observation. I will mention but a single one, which will, I think, satisfy the most pessimistic

But all this does not prove that the methods of stimulating and cultivating the noblest of virtues

doubter that the spirit which animated the fathers of this Republic is by no means extinguished even in this aggressively commercial metropolis.

WHAT THE FLAG MEANS TO AN AMERICAN SCHOOL-BOY OF FOURTEEN YEARS OF AGE.

On the 9th of January, 1890, *The Youth's Companion*, published in Boston, Mass., which has a circulation of 33,645 copies in the State of New York, and of nearly half a million in the United States, made public the following offer:

THE FLAG AND THE PUBLIC SCHOOLS.

The Youth's Companion, in one of its issues of more than a year ago, set forth the idea of the flag and the public schools. The idea is becoming popular, and the American flag can now be seen floating over many a patriotic school.

The Youth's Companion now asks the privilege of floating an American flag (at its own expense) over one public school-house in *each* of the *forty-two* States.

Which one of the schools in *each* State shall have the flag?

The scholars in any of our public schools, wishing to secure the flag for their school, can compete for it in the following manner:

They are invited to write an essay, of not more than 600 words in length, on "The Patriotic Influence of the American Flag when Raised over the Public Schools."

These essays are to be handed to their teacher for examination. The essay selected by the teacher as the *best* may be forwarded to *The Youth's Companion* on or before April 1, 1890.

Each essay sent to us must be accompanied by the name of the school, the author, and the town and State.

The school in each State sending us the best essay on the subject will receive from us, free of all expense, a regulation bunting flag, nine by fifteen feet in size—*forty-two stars*.

The awards will be made as soon after April 1st as possible, in season for the schools to dedicate the flags on the *Fourth of July*, 1890.

As soon as the award of the flags has been made, *The Youth's Companion* will publish the names of the schools receiving them, also the names of the writers of the essays.

PERRY MASON & Co.,
Publishers *The Youth's Companion*, Boston, Mass.

In April last the award of the flag for the State of New York was made by the publishers of *The Youth's Companion* in accordance with

which I have here formulated, based as they seem to me to be, on the psychological and pedagogic principles, which are now accepted by our most successful teachers, will not produce still more

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the agreement set forth in the foregoing notice; the flag going to Grammar School No. 63, situated at North Third avenue and 173d street, in the Twenty-fourth Ward of the City of New York, of which Mr. John H. Myers is the Principal. The following is the essay thus declared to be the best of all from the Empire State:

"THE PATRIOTIC INFLUENCE OF THE AMERICAN FLAG WHEN RAISED ABOVE A PUBLIC SCHOOL."

It shall be my object in writing on this subject, not to prove that this influence should be exerted over the older people so much, but over the boys—for two reasons: first, because being a boy, I am able to judge more accurately of the feelings of a boy; and secondly, because those who are boys now, will, in future time, be the great men of our nation—the presidents, the statesmen, the soldiers, editors, the clergymen, etc.

On coming to school and seeing the "Stars and Stripes" floating in the breeze over the school-house, what boy would not pause in admiration and think of the glorious battles in which this same beautiful banner had so triumphantly waved—at Stony Point, Saratoga, at the mastheads of Paul Jones' gallant ships, at Fort McHenry, from which the idea of our beautiful song, "The Star Spangled Banner," was taken—all through the Mexican War, and later still in the bloody battles of the "Rebellion," at Murfreesboro, Gettysburg, and on the victorious "Monitor."

And it must be a mean-spirited and unpatriotic boy indeed, who would not be willing to fight under a flag for which so many brave men have fought and died.

And then he would think what that flag represented—a country, not like Russia or Turkey, where the people are compelled to bow to the will of one man, who has but to say the word and one's head is severed from his body, or the individual is compelled to conform to some particular creed in which the despot believes—but a country where everybody is free! free to worship God as he please, free to elect the men who govern him; a country which protects him where he is now—which protects the schools and floats its flag over them as a sign of such protection, the school where some of the happiest, and, maybe, some of the bitterest hours of his life have been spent.

A country where men have equal chances to win in the struggle of life; and, as he thinks of all these glorious privileges, do you suppose

valuable results, by interesting both scholars and teachers in this vital question as they have never been interested before, and so still better prepare the way for the wise and intelligent exercise of the duties and privileges of American citizenship on the part of the rising generation.

As I remarked in the earlier part of this address, there is an abundance of dormant patriotism in the hearts of this people, but what is greatly wanted is something to thoroughly arouse it into vigorous life, and maintain it as a uniform force in the world of politics, through the agency of systematic instruction in our public schools.

A modern writer* has declared that "while enthusiasm is a good thing, it requires organization to make it effective." This sententious statement is particularly true of patriotism. If we would make this virtue a vital force, we must organize and systematize the methods by means of which it

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for a minute that he would stand by and calmly see that emblem of freedom torn down?

No!!! the very thought rouses his ire! And as he enters school he remembers the words of the poet—

> "Forever float that standard sheet!
> Where breathes the foe but falls before us?
> With Freedom's soil beneath our feet,
> And Freedom's banner streaming o'er us."

And as he thinks of these words, he vows, with one all-concentrating and all-hallowing vow, that, Almighty God helping him, he will never, *never*, NEVER see the flag dishonored.

And every one of us from the utmost depths of his soul, echoes—"AMEN!"

LOUIS V. FOX,
Grammar School No. 63.

April 1st, 1890.

* Theodore Roosevelt.

is aroused and stimulated; developing it in depth and strength by the aid of all those well-defined principles, methods, and appliances which we find it indispensable to call to our aid when we seek to attain to excellence in any department of human knowledge.

Formal Adoption of the Signal Flag by the School.

When, therefore, it becomes clearly evident that the sentiment of patriotism has permeated the whole school, and unmistakably manifests itself as an ever-present, animating impulse in all its public exercises, then let the Principal proceed to test the strength of the sentiment and the intensity of this force, by ascertaining how many of the teachers and scholars are so thoroughly loyal to the public school, and next to God, so love their country, that they are ready to prove their loyalty and love by a public act and acknowledgment.

It is for the good judgment and sagacity of the Principal to determine when this auspicious time in the history of his school has arrived, and public opinion appears ripe to demand that a Signal Flag shall be displayed upon the school-house, or on the adjacent grounds. This question settled in his mind, let him announce at the next morning exercise that on a day named, one month thereafter, the vote of the school will be taken by ballot on the question whether the school will adopt a Signal Flag. He should lay stress on the point that in order that the flag may be a truthful expression of

the sentiment of the school taken as a body, as a unit, there should be a *unanimous* vote in favor of the plan; and to the end that all concerned may have an ample opportunity to decide just where they stand on the question—whether for or against the measure—a month's time is given before the school will be called upon to make its decision.

He should explain that the *first* step is to ascertain whether the whole school is loyal to the flag and all it represents; the *second*, to procure the flag.

I would suggest that if practicable, this announcement be so timed as to afford ample opportunity for a decision to be reached, and the flag and the appliances for raising it procured, so as to display it for the first time on some national or state holiday; as, for instance, on Washington's birthday; on Memorial Day; on Independence Day; on a general election day,* or on Thanksgiving Day. A month would not be too much time to allow for procuring a flag, staff, etc., so that the announcement referred to, should be made at least two months prior to the holiday on which it is proposed to dedicate the flag.

The day for the election having been determined upon, there should be posted on the school bulletin-board, a notice over the official signature of the Principal, stating the object of the election, the place, day and hour at which it will be held, the holiday on which it is proposed to dedicate the flag,

* Tuesday succeeding the first Monday in November of each year.

and the day upon which the names of the Judges of Election will be announced. The following would be the form:

NOTICE.

Boys' Department,
Grammar School No. 77,
NEW YORK, December 15, 1889.

AN ELECTION, to determine whether this school shall, from and after the 22d day of February next, display from a flag-staff in front of this school building, A SIGNAL FLAG, as a sign of the loyalty of the school to American principles and American institutions, will be held in the Assembly Hall, on Wednesday afternoon, January 15th, 1890, at 3:15 o'clock P. M. The names of the Judges of Election will be announced on the 6th of January next.

EDWARD A. PAGE,
Principal.

It is prudent to postpone the appointment of the Judges until a short time before the election is to take place, to avoid any delay which might arise from any of those selected being unable to serve by reason of sickness, business engagements, etc.

Immediately upon the announcement of the Judges, they will at once proceed to organize for the election as has already been explained in connection with the election of a school color-bearer.*

The object of the election should appear as an indorsement on the ballot when folded, and might

* Pages 49, 50.

read thus, "SHALL THIS SCHOOL DISPLAY A SIGNAL FLAG?" All those in favor of the proposition will write on the inside face of the ballot, the word *Yes;* those opposed to the proposition, the word *No.* The indorsement on the ballot, as noted above, should, if possible, be printed.

Upon a question of this importance there should be but one response from every one connected with the school; *the Principal should never permit the flag to be displayed until the entire body of teachers and scholars are unanimously in its favor.* Should the voting fail to be unanimous, the whole matter might be laid over for another month, or for such time as the Principal may think advisable, to enable the more loyal Americans to persuade and convince their opponents.

Assuming, however, that the vote proves unanimous, and after it has been duly announced to the assembled school, at the morning exercise, following the day of the election, the next step in order is to select a flag of suitable material and size and obtain it.

Flags for this purpose should be of the very best quality of bunting; of a size adapted to the numerical importance of the school, to the advantages for properly displaying it, to the position the staff is to occupy, and to the latter's size and height.

As the ensigns used by the Army and the Navy are the standards for the Government, and as the flags adopted by the two services for the same general purposes, differ somewhat from each other

in dimensions and proportion of parts, for the information of those who desire to select that size most suitable for their needs, I present herewith tables of the designations and dimensions of all ensigns used in the two services for outside display.

DESCRIPTION AND DIMENSIONS OF ENSIGNS USED IN THE UNITED STATES ARMY.*

Designation of the Flag.	Dimensions of							
	Whole Flag.				The Union.			
	Hoist.		Fly.		Hoist.		Fly.	
	Feet.	Hundredths	Feet.	Hundredths	Feet.	Hundredths	Feet.	Hundredths
Garrison or National Flag.....	20	00	36	00	10	80	12	00
Post Flag.....	10	00	20	00	5	40	6	66
Storm or Recruiting Flag.....	4	16	8	00	2	24	2	66

* *Regulations of the Army*, edition of 1889, pp. 210, 211; Secs. 1845, 1846, 1847.

SPECIFICATIONS FOR GARRISON FLAGS.

To be made of bunting, thirty-six (36) feet fly, and twenty (20) feet hoist; thirteen horizontal stripes of equal breadth, alternately red and white, beginning with the red. In the upper quarter next the staff is the "union," composed of a number of white stars equal to the number of States in the Union (each star measuring ten (10) inches between the farthest points, arranged in five (5) rows parallel to the larger edges of the flag), on a blue field, one-third the length of the flag, and extending to the lower edge of the fourth (4) red stripe from the top. The heading to be of stout eight (8) ounce cotton duck, seven (7) inches wide, doubled to the flag, making it three and a half (3½) inches wide when completed, and having a piece of stout two (2) inch webbing through it, extending the whole width of the flag.

To have on each corner of flag at heading a triangular stay-piece of bunting, the horizontal side of which is twelve (12) inches, the vertical side ten (10) inches. A galvanized iron staple and ring, at each end of

The following table, compiled from the official records of the U. S. Navy Department, embraces

flag heading, fastened with five (5) copper rivets. The lower edge or bottom of fly to be turned in three thicknesses, with three (3) rows of sewing on it to strengthen the flag.

Adopted May 31, 1876.

M. C. MEIGS,
Quartermaster-General,
Bvt. Major-General, U. S. A.

SPECIFICATIONS FOR POST FLAGS.

The same as Garrison Flags in every respect, all the parts being proportionately smaller, and to be of the following dimensions, viz.: Twenty (20) feet fly, and ten (10) feet hoist, stars six (6) inches between farthest points, stay-pieces eight (8) by ten (10) inches and heading three (3) inches wide when completed.

Adopted May 31, 1876.

M. C. MEIGS,
Quartermaster-General,
Bvt. Major-General, U. S. A.

SPECIFICATIONS FOR STORM AND RECRUITING FLAGS.

The dimensions of the flag to be eight (8) feet fly, and four (4) feet two (2) inches hoist. To be made of bunting, and to have thirteen (13) horizontal stripes of equal width, alternately red and white, beginning with the red. The "union" in the upper quarter next the head, to consist of a blue field, displaying a number of white stars equal to the number of States in the Union, arranged in five (5) rows, parallel to the stripes. Size of stars three and one-quarter (3¼) inches between the opposite points. Size of the "union" one-third (⅓) the length of the flag, and to extend to the lower edge of the fourth red stripe from top. The heading to be of stout eight (8) ounce cotton duck, four (4) inches wide, doubled to the flag, making it two (2) inches wide when completed, and to have a piece of stout one and a half (1½) inch webbing through it extending the whole width of the flag. A galvanized iron staple and ring at each end of the flag heading, fastened with three copper rivets. To have on each corner of the flag, at heading, a triangular stay-piece of bunting, the horizontal side of which shall be seven (7) inches, and the vertical side five (5) inches. The lower edge or bottom of fly to be turned in three (3) thicknesses, with three (3) rows of sewing on it to strengthen the flag.

Adopted December 31, 1877.

STEWART VAN VLIET,
Acting Quartermaster-General,
Bvt. Major-General, U. S. A.

not only the dimensions of the ensigns, but also those of the pennants in use on our men-of-war.

DESCRIPTION AND DIMENSIONS OF ENSIGNS AND PENNANTS USED IN THE UNITED STATES NAVY.*

Size Number.	Ensigns.								Narrow Pennants.					
	Whole Flag.				The Union.				Whole Flag.				The Union Lengths.	
	Hoist.		Fly.		Hoist.		Fly.		Hoist.		Fly.			
	Ft.	Hun.	Ft.	Hun.	Ft.	Hun.	Ft.	Hun.	Ft.	Hun.	Ft.	Hun.	Ft.	Hun.
1	19	00	36	00	10	20	14	40	0	52	70	00	17	50
2	14	35	27	19	7	73	10	88	0	42	40	00	10	00
3	12	19	23	10	6	56	9	24	0	35	25	00	6	25
4	8	94	16	94	4	81	6	77	0	30	20	oon	5	00
5	5	14	9	75s	2	76	3	90	0	25	9	oon	2	25
6	3	52	6	67b	1	90	2	67	0	21	6	oob	1	50
7	2	90	5	50b	1	60	2	20	—	—	—	—	—	—
8	2	37	4	50b	1	28	1	80	—	—	—	—	—	—

* As taken from "*Allowances of Articles under cognizance of the Bureau of Navigation for vessels of the U. S. Navy*," 1882, *Appendix A*, pp. 46, 47.

NOTES.

"*Ensigns* will have thirteen horizontal stripes of equal breadth, alternately red and white, beginning with the red. In the upper quarter, next to the head, is the union, composed of a number of white stars equal to the number of States, on a blue field, *four-tenths* the entire length of the flag, extending as far down as the lower edge of the fourth red stripe from the top. The whole depth or hoist of the ensign will be ten-nineteenths of its whole length or fly.

"*Seams* of Storm Flags to be double width and triple stitched.

"*Narrow Pennants* will have the Union part composed of thirteen white stars in a horizontal line, on a blue field one-fourth the length of the pennant; the remaining three-fourths of its length to be composed of a red and a white stripe, of equal breadth at any part of the taper, with the red uppermost. The number of stars in the night and boat pennants will be limited to seven."—*Allowances of Articles, etc.*, 1882, p. 47.

Cost of Flags.

As the cost of the flag will always be an important question when the time for selection arrives, I give herewith a table of approximate prices charged by the trade in this city, for not only the sizes used by the Army and Navy, but for certain intermediate ones supplied by the trade. The prices set opposite the Army sizes in brackets are just what each size costs the Government to make. It is assumed that in all cases the best quality of bunting is used.

TABLE OF APPROXIMATE PRICES OF AMERICAN ENSIGNS.

Description.	Dimensions.				Prices.	
	Hoist or Width.		Fly or Length.			
	Feet.	Hundredths	Feet.	Hundredths		
Ensigns.						
Army—Garrison Flag....	20	00	36	00	$60 00	[$20 50]*
Trade—Intermediate size.	19	50	36	00	62 00	
Navy—Size No. 1.....	19	00	36	00	55 00	
Trade—Intermediate size.	17	00	32	00	55 00	
" " "	17	00	30	00	50 00	
" " "	14	83	28	00	43 00	
Navy—Size No. 2.....	14	35	27	19	35 00	
Trade—Intermediate size.	13	17	25	00	32 00	
Navy—Size No. 3.....	12	19	23	10	22 00	
Army—Post Flag.....	10	00	20	00	22 00	[9 95]*
Navy—Size No. 4.....	8	94	16	94	18 00	
Trade—Intermediate size.	8	50	16	00	18 00	
" " "	7	42	14	00	13 00	
" " "	6	25	12	00	10 00	
" " "	5	25	10	00	9 00	
Navy—Size No. 5.....	5	14	9	75	6 75	
Army—Storm Flag.....	4	16	8	00	5 50	[2 80]*
Trade—Intermediate size.	4	16	7	00	5 00	
Navy—Size No. 6.....	3	52	6	67	4 00	
Trade—Intermediate size.	3	16	6	00	4 00	
" " "	3	16	5	00	3 50	
Navy—Size No. 7.....	2	90	5	50	3 25	
Navy—Size No. 8.....	2	37	4	50	3 00	

* G. O. 52, Headquarters of the Army, Washington, June 18, 1889.

The dimensions of the pennants are given in the Navy table, because there may be schools where the flag-staff is very favorably situated, not only for their display, but where the scholars may be able to command the means of procuring a pennant. Hoisted just above the flag they have a very graceful effect, and their use would be very proper and appropriate on national holidays and other gala occasions.

Locating the Flag-Staff.

In the solidly-built portions of this city, where the school-houses are from four to five stories high, and are in most instances surrounded by buildings of corresponding height, a flag-staff, even if placed on the roof, can be seen to advantage only from the immediate neighborhood. The serious objections to locating the staff on the roof—unless special provisions were made for its use at the time the building was erected—which have been noticed already,* have led to the adoption of the plan of projecting a short, stout staff, from the front of the building *directly over the main entrance;* the inner end being supported and secured by what is known as a "holder," made of malleable iron, so adjusted to the window-sill or other point of support, that when in its normal position, it makes an angle of from twenty to forty degrees with a horizontal line. The halyards are conveniently reached from the window in front of which the staff projects. By this simple

and inexpensive arrangement the flag is well displayed, and becomes a very conspicuous object on the street.

In suburban districts, where the school-house site is sufficiently large to afford a yard, either on the side or in front of the building, or is so extended in its dimensions, that the portion unoccupied by the building can be dignified with the title of " grounds," the plan of locating the flag-staff in the most accessible and convenient place in the yard or grounds, where, while conspicuous, it can be protected from injury by lawless passers-by, is greatly to be preferred. Such a place is much more easily reached by the person to whom is entrusted the duty of hoisting and lowering the flag daily, avoids all the objections to a roof site, and admits of the flag-staff being kept in good order and repair much more economically.

An excellent example of such a favorable position as I have described, is that occupied by the flag-staff of the College of the City of New York, at the corner of Lexington avenue and Twenty-third street, in this city; it is admirably placed at the intersection of the two streets, is well-proportioned, of just the right height, and the flag can be seen for a long distance from four different directions.

Such schools in the Twelfth, Twenty-third and Twenty-fourth Wards of this city as enjoy the advantages of comparatively spacious grounds, when about to set up a flag-staff, would do well to study the position and dimensions of the one at this College.

How to Procure the Flag, Flag-Staff and Appliances.

Having decided upon the location of the flag-staff, a question upon which its height, size and cost necessarily depends, and having selected a suitable flag from among those described in the foregoing lists, the school will now be prepared to make an estimate of the cost of the whole outfit, including that of setting up the staff in place ready for use.

As a matter of instruction and training in taking responsibilities and transacting mercantile business, the execution of these details should be delegated to a committee of those scholars who exhibit the greatest aptitude for business matters, and who have shown the greatest interest in the whole undertaking. As the Principal must necessarily be more familiar with the character and acquirements of each of the scholars than the scholars themselves, taken as a body, I would suggest that as soon as practicable after the school has formally decided to adopt a Signal Flag, that the Principal appoint such a committee; to consist of one teacher—to act as Chairman of the committee and guide its deliberations—and as many other members as in the judgment of the Principal will do the most effective work. Say at the rate of not less than one member of the committee for every fifty pupils, in schools of five hundred pupils or less; of one member for every seventy-five pupils, in schools having over five hundred and under one thousand pupils; and one member for every one hundred pupils, in schools having over one thousand pupils.

To this body should be committed the work:

1. Of preparing careful estimates of the cost of each article composing the Signal Flag outfit, so that the total amount of money it will be necessary for the school to raise, may be known before any expense is incurred.

2. Of obtaining the amount of money required to defray all expenses, by soliciting from the friends of the school, subscriptions to its patriotic fund.

3. Of purchasing on the best terms, all the articles required, and of engaging such labor as may be necessary to transport the staff to the school and set it up in place.

4. To put the staff in position and finish the work in all its details, ready to turn over the completed plant to the school in anticipation of the day when the ceremony of dedicating the flag shall take place.

As soon as the committee is duly organized by the election of a Chairman and a Secretary, the teacher-member acting both as Chairman and friendly adviser, should appoint three sub-committees; each to be composed of such members of the committee as are particularly qualified by their acquirements and tastes for the duties they are to perform. If, for instance, there are on the general committee ten scholars, they can be thus assigned:

As obtaining the necessary funds, and their judicious expenditure is one of the most important duties to be performed, a sub-committee, consisting of four scholars, chosen by reason of their superior

knowledge of monetary arithmetic, of book-keeping and accounts, as also for their probity, high character and pleasing address, should be associated with the Chairman (thus giving the odd number necessary), to be known as the Sub-Committee on Finance. To this sub-committee should be assigned the work of making the estimate of funds required; of raising the desired amount through personal solicitation, and with the assistance of friends; and of ultimately accounting to the whole committee for all moneys which may have come into its possession.

Another sub-committee of three scholars should select and purchase everything needed; its members should be chosen from those who evince a correct taste in colors, some knowledge of the quality of fabrics, capacity to distinguish good sewing from poor sewing to enable them to select the best-made flag, the colors of which shall not "run," and which will wear well.* They should understand something about the different kinds and quality of the woods most suitable for a flag-staff, and should have the

* The best bunting made is the "American Standard." Bunting should be tested: 1. For its strength of yarn; a strip one inch wide should sustain a tensile strain of 30 lbs. without tearing apart. 2. For its lightness per square yard and its flexibility; if there is any cotton in the yarn the fabric will be heavier than if of pure wool, stiffer, and will not float out handsomely on the wind. 3. The colors should be fast, and neither fade nor run when wet. This can be tested by soaking a sample in both fresh and salt water, and then drying in the sun. The blue of the union should be *indigo* dyed. 4. Every part of the flag should be *hand-sewed;* a machine-sewed flag will only wear about one-half as long as a hand-sewed one, and owing to the hardness of the seams does not float so gracefully.

commercial spirit, the aptitude for making bargains. The boy who is always ready to sell or "swap" his jack-knife should be on this committee. To this trio will be assigned the duty of purchasing the flag, of selecting a staff of the proper dimensions and material, of making a bargain to have it brought to the place where it is to be erected, and of having it put in place, and finally, when all the necessary purchases are made and the articles duly received, to certify to the correctness of all the bills for such articles, as a proof for the Sub-Committee on Finance, that the bills are correct. This body will be known as the Sub-Committee on Supplies.

Lastly, we need a third body, to be known as the "Sub-Committee on Construction." Its members should evince a taste for and possess some knowledge of carpentry and the principles of mechanics; they should know something about ropes, blocks and falls and sailors' work. To this committee should be entrusted the duty of overseeing the work of setting up the staff, so that it shall be properly placed and perfectly secured; of painting the staff; of rigging the halyards and of completing the plant, so that it will be in perfect order when the general committee are ready to bring their stewardship to a close and make their final report to the school.

I sketch these duties in the natural order in which they will present themselves, merely to show how patriotic education can be woven, as it were, into the daily life of the pupil, and made a part of his daily growth in knowledge; and that no matter

what may be his natural gifts, his acquirements or his tastes, they can all be utilized in such a method of training.

When everything is completed and in readiness for use, the Sub-Committee on Finance should report in writing to the whole committee, giving a list of the persons who subscribed to the patriotic fund, with the amount of each subscription, thus showing just where the money came from. This should be accompanied by a list of all expenditures, giving the date of each payment, name of the person to whom the money was paid, the nature of the payment and its amount; each of these statements being supported by the receipted bill of the person from whom the purchase was made. In other words, a regular debit and credit account should be rendered.

In the same spirit the sub-committees on supplies and on construction will make written reports, each giving a brief history of what they have done.

Based upon these sub-reports, the general committee should make to the Principal, for the information of the school, a report in writing of all that it has done to execute his wishes, and as the duty for which it was appointed has been accomplished, to ask to be honorably discharged.

Everything being completed and the Signal Flag outfit being now ready to be placed in the possession of the school as a body, the next step in order is the selection of a custodian for the flag, who shall carry out the wishes of the school respecting its daily display.

Custodianship of the Flag.

In defining the symbolism of the School Flag, I stated that it stood for the whole body of children under instruction—for the school regarded as a unit; while the office of the Signal Flag was to stand as a sign and a pledge of the thorough loyalty of the whole school to American principles and institutions. Both flags, therefore, symbolize the same spirit, namely, the loyalty of the school to America; and hence, it is eminently fitting and proper that those scholars who have been chosen by the school to officially represent it, should be of all others, the ones to care for and to display this flag.

For this reason, therefore, I would recommend that the custodianship of the Signal Flag and the duty of properly displaying it at certain stated times, as will be explained presently, be committed to the school standard-bearer and his associates.

Dedication of the Flag.

The flag-staff being in place, the flag ready to hoist, and all required preparations completed, the formal turning over of the flag and its appurtenances to the school, through its Principal, by the committee charged with the duty of procuring the flag and setting up the flag-staff, and the formal dedication of the flag to the service indicated by its name, is the next event in order; and should be made the occasion of an impressive ceremony befitting the exceptional character of the act to be performed.

It is unnecessary to dwell at any length on the details of such a ceremony, which, in the hands of an earnest and patriotic body of teachers and pupils, filled with the enthusiasm born of a noble cause, can be made an event long to be remembered by every participant. I will, however, remind you of three important points which should not be overlooked in arranging the programme of exercises, namely: 1. To see to it that the parents of every scholar receive a formal invitation to attend, and if possible are present, since the proceedings will be as instructive and interesting to them as to their children; 2. That the programme is short, and the exercises spirited and soul-stirring; and 3. That the music and songs chosen and the addresses delivered, are such as shall stamp indelibly on the hearts of all present, the real meaning and significance of the occasion.*

* An event of so much political importance, by reason of its educating influence (using the word *political* in its highest sense), occurring as such opportunities do, but rarely, should not be permitted by the school authorities to pass, without every effort being made in the way of judicious management and efficient organization to render it a great success as a public object lesson in patriotism. A few hints, therefore, touching such management and the details of the ceremony may not be out of place in a work of this character. I would suggest as a preliminary step to success, the organization of a general committee of arrangement, composed of the Principal and all the teachers in the school, and an equal number of citizens selected from among those whose children attend the school, who should take immediate charge of the affair. As soon as organized, this body should appoint as many sub-committees as are necessary to perfect and carry out every detail of the work to be done. There should be a sub-committee on finance, another on invitations, another on the order of exercises, another to select an orator, and one for each group of duties or line of work which needs careful attention and planning.

If the dedication is to take place in May, July or early November,

The Flag used as a Signal to indicate that the School is in Session.

For many years it has been the custom for Congress, when sitting as the official representatives of the people, to have the national ensign raised over the two wings of the Capitol, occupied respectively by the Senate Chamber and the Hall of the House of Representatives, at the hour appointed for going into session, and of having it duly lowered at the hour of adjournment.

Following so appropriate an example—for the public school in all our cities, but particularly in the City of New York, with its mixture of children of all races, religions, creeds and social conditions, is, like our national legislature, a representative body—the flag should be displayed from the flag-staff on

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and the state of the weather will permit, the exercises should be held out of doors; particularly if the flag-staff is set up in the grounds adjacent to the school-house. If the ceremony takes place in February, late November, or during the more inclement season of the year, provision must be made for it within the school-house.

In the case of an out-of-door celebration, a platform should be erected sufficiently large to accommodate such officers of the committee as are to take part in the exercises and a few special guests, and be so placed that at the proper time the flag can be hoisted by a person standing upon it.

The school should be assembled in the school-house, each scholar wearing the national colors in such manner and form as shall have been designated by the committee. At the proper time they will march, under the direction of their teachers, to the place set apart for them; the "best" boy or girl in each class carrying the "Scholar's Flag," the best class preceded by its color-bearer with the "Class Flag," and the whole school led by the school standard-bearer and his guard with the "School Flag." The School Flag should have a conspicuous place on the platform. The place of assemblage should be so arranged that the

the school-house, or on the adjacent grounds, from the hour when school commences (usually 9 A. M.) and be lowered at the hour of closing the school; its presence at the flag-staff head denoting that the school is in session, and its absence, that school has been dismissed. In stormy weather, as is the custom in military garrisons, a smaller and less expensive flag should replace the larger one ordinarily used,* so that be the weather what it may, fair or foul, the flag should always dominate the school during school hours.

You will observe that in thus recommending the use of our national ensign as a signal, I use the latter word in its most general and broadest sense or meaning, namely, of a sign or an indication simply, and not in its more restricted and purely

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school when seated will be surrounded by the parents and friends of the scholars. The audience being collected, the Chairman of the Committee of Arrangements should state in a few words the object of the meeting. After prayer has been offered, the next thing in order will be for the scholars' committee charged with procuring the flag, staff, etc., by its Chairman, to present its report and have it read, and by this act to formally turn over to the Principal of the school the flag and its appurtenances. Thereupon the Principal should make a suitable reply; after which, taking the Signal Flag and handing it to the school color-bearer, he will, in the name of the school, direct him to display it. When the flag reaches the staff-head, it should be vigorously cheered by the whole audience, led by the presiding officer. After singing a patriotic hymn, the formal address by the orator of the day will be in order, followed by singing; short, ringing addresses by friends, and the closing exercises.

* For flag-staffs on which in fair weather the Army Post flag is an appropriate size to be used, I would recommend for foul weather use the Army Storm flag. For smaller staffs on which in fair weather flags like Navy No. 5, or Army Storm, is suitable; for foul weather, Navy No. 7 or Navy No. 8 will do very well.

technical sense of a semaphore; in which sense the flag as a signal becomes merely a part of a system of mechanism for conveying, not a single idea only, but a number of ideas; in fact forms one of a series of characters in an arbitrary sign language.*

Bearing in mind the higher symbolism with

* Since the delivery of this address, this use of the flag has been introduced into the daily exercises of at least one school, as it is understood, with great success, so far as the special purpose for which it was employed has been accomplished. I present herewith for the information of teachers a circular explaining this special use of the flag in Mr. C. E. Franklin's school in Albany, N. Y. It is addressed to the parents of the pupils attending the school:

ALBANY, N. Y., (Public) School No. 7,
October 7, 1889.

DEAR SIR—Beginning the fore part of this week there will be put in operation a system of semaphores or signals whereby the surrounding neighborhood can daily observe the exact hour of the opening and closing the school doors.

For this purpose at 8:40 A. M. each day, an all-white flag will be raised on a flag-staff now being erected on the building. This will mean that the doors are open, the teachers present, and the children should start for school.

At five minutes of nine this will be changed for an all-red flag, a signal of warning to all loiterers that they have but five minutes to get to school, and must hurry.

At nine o'clock, the moment the doors are closed, the red flag will give way to the American flag, which will indicate the closing of the doors, that school has begun, and all who may not yet be in school are late and must retu-n home.

At 11:30 A. M. the pole will be stripped, and so remain until 12:15 P. M., when the white flag will go up again, the red at 1:10, and the American at 1:15.

When in inclement weather but one session is held, according to the new rules of the Board, the American flag will not be lowered at 11:30 A. M., but remain flying until the scholars are dismissed at 1:15 P. M.

These flags will fly sufficiently high to be seen in nearly all streets from which pupils attend No. 7.

The advantages hoped to be derived from this system are as follows:

I. Decrease of tardiness and half-day absences. 1. Because, no mat-

which I have sought to invest the flag, in treating of this branch of my subject—in regarding its public display as a signal, as the mark of the loyalty of the school over which it floats, to American political principles; it seems to me as derogating from, and indeed quite destructive of this symbolic char-

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ter if your clock is stopped or differs from ours, these flags will guide you. 2. Their novelty will attract children, where warnings and clocks would not.

II. Parents will be able to determine whether their children get here on time, or whether they are late, and so knowing when they are locked out, when to expect them home again.

III. It will prevent parents sending little ones late in cold weather when uncertain whether tardy or not, and thus preserve many of them from a fruitless cold walk.

These signals will be somewhat of an expense, of which I propose to bear the major part—if necessary, all of it. Still, if any parents think it reasonable to allow the children to contribute, not to exceed five cents, I would be pleased. However, understand *no one is obliged or expected* to contribute. I think I have made that sufficiently clear to the children.

Respectfully,

C. E. FRANKLIN,
Principal.

The following code of signals accompanied the circular:

SCHOOL No. 7.—CODE OF SIGNALS.

MORNING.

8:40 A. M.—White Flag—Doors Open—Start for School.
8:55 A. M.—Red Flag—"Hurry up"—Five Minutes of Nine.
9 o'clock—American Flag—Doors Closed—School's Begun.

AFTERNOON.

12:55 P. M.—White Flag—Doors Open—Start for School.
1:10 P. M.—Red Flag—First Bell has Rung.
1:15 P. M.—American Flag—Doors Closed—School's Begun.

Compliments of

C. E. FRANKLIN,
Principal.

Whatever the effect of this system of signals has been on the punctuality of the scholars, the impression produced on the boys living in the neighborhood, as appears from the following statement, has been

acter thus to degrade it—if I may use such an expression—to the office of a mere mechanical device, for which any piece of colored bunting would answer precisely as well.

No two opinions of the same material object could appear to be more diverse or more opposed to each other, than the view of the flag taken by Mr. Beecher in his splendid apostrophe to it, pronounced in 1861, which I have chosen as the key-note and inspiration of this portion of my subject, and that which regards it merely as a convenient and striking element in a mechanical device for conveying intelligence.

The one use contributes to ennoble the object,

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not only to stimulate their patriotism, but to illustrate the truth of the adage, that "imitation is the sincerest flattery."

INFECTIOUS PATRIOTISM.

(From the Albany *Express*.)

The system of indicating the beginning and close of school sessions by hoisting and lowering the American flag, which was instituted by Professor Franklin, of School No. 7, has spurred a number of Orange street urchins on to imitation. Not long ago a youngster living on that thoroughfare went out into the back yard early one morning armed with a spade and a long pole. With the former he dug a hole in the ground, in which he placed the latter, and firmly fixed it there. Then he rigged a sort of rope and pulley to the pole and hoisted a "sort of a kind of" an American flag. This he lowered every evening and hoisted every morning with great regularity and much evident satisfaction. The small boy who lives next door soon looked over the fence and saw what his youthful neighbor had been doing; and forthwith he became seized with a desire to do likewise. He did likewise, and very soon two flags in adjoining yards were hoisted and lowered with great regularity every day. Then other boys who lived thereabouts saw the flags, and now there are at least eight or nine alleged American flags fluttering from as many poles in as many back yards. All are hoisted in the morning and lowered at evening.

the other tends rather to degrade it; the first view appeals to the higher and spiritual nature of the child, the last to the lower and sensuous side of that nature. The advantages claimed for the system of signals in which the national ensign forms but a single component part, namely, decrease of tardiness and half-day absences, can be secured as I am quite confident, and as experience in this city has sufficiently proved, by the use of a system of suitable rewards. Whatever may be the plan followed, however, let us by all means seek to adopt such an one as will elevate the child's mind, and by exciting the nobler emotions, lead its thoughts upward to a higher sphere than that in which they ordinarily dwell; rather than appeal to that selfish and materialistic element in its character, which its daily contact with the rough and hard side of life, may be trusted to foster and develop only too well.

Duties of the School Standard-bearer.

By the plan which has been sketched, the Class Flag will be ordinarily the only one used and saluted by the assembled school at the morning exercise. But once each week, namely, on Patriot's Day, and at the exercises held in honor of any national or other legal holiday, or upon any other special occasion, the standard of the school will replace it. It follows from this, that, as a usual thing, the school color-bearer and his guard will have no duty to perform in connection with the usual morning exercises, for four mornings in the

week, and can therefore very conveniently discharge those connected with raising the Signal Flag, to mark that the school is in session. The duty of displaying the flag at morning colors, and of striking it at evening colors, will be executed in the following manner:

Fifteen minutes before the hour for opening the school, namely, at 8:45 A. M., the school standard-bearer and his guard will assemble at the Principal's office, or other place of depository of the flags, and after selecting the one to be used for the day, according to the state of the weather, will march in a body by twos, in an orderly manner, the color-bearer—carrying the colors—leading, to the foot of the flag-staff, if in the yard or grounds, or to such other place as the flag is to be raised from.

Arrived at the spot, the flag will be properly unrolled and attached to the halyards with the assistance of the guard. All being in readiness, at precisely 8:55 A. M. the colors will be hoisted to the staff-head by the color-bearer, and the halyards secured to the cleats.* This done, he will give the order, "*Salute the flag!*" Whereupon he, his guard and all scholars who may be present, will face towards the colors and salute them; the boys uncovering the head by taking off their hat or cap for an instant, the girls by a respectful and graceful bending of the head and upper part of the body.

* Principals who are not familiar with handling and knotting ropes, should procure the services of a sailor or rigger to teach the color-bearer how to attach the flag to the halyards, and how to belay.

If the act of raising and hauling down the national colors on all men-of-war in the United States Navy, is of so much moment as to be considered worthy of an official order from the Cabinet officer at the head of the Navy Department, prescribing the manner in which that ceremony shall be performed, it appears to me that there is no better place to teach that respect for the nation's flag which the order of Secretary Tracy—to which reference has already been made—inculcates, than in the conduct of the same ceremony by the children of this nation in the public school.

This act of respect performed, the guard will quietly re-form, and, the color-bearer leading, will return to the main hall, from whence each member will proceed to join his class in time for the general assembly of the school at 9 A. M.

As the recess from 12 M. to 1 P. M., or at the noonday hour, whatever that may be, is not a final closing of the school exercises for the day, the flag should not be lowered at noon. To do so and to rehoist it at the hour of assembly in the afternoon, would not only be very inconvenient for the color guard—depriving them of from ten to fifteen minutes of their recess, but would in my estimation greatly detract from the impressiveness of the whole ceremony. The flag should remain at the flag-staff head undisturbed, during the entire official school-day.

Five minutes before the hour for dismissing the school, the color-bearer and the guard should be

permitted to leave their respective classes, in order to assemble in the main hall, for the purpose of striking the colors. The guard will proceed from the hall to the foot of the flag-staff in the same order they did in the morning, and will detach the halyards from the cleats and free the flag if necessary, ready for hauling down. Two minutes after the dismissal of the school, or as soon as the great body of children is outside the building, the flag will be lowered by the color-bearer; as it reaches the ground, he will command *salute the flag!* at which order the guard and all scholars present will face towards the flag and salute it, as was done in the morning, thus formally marking the close of the school-day.

The guard will then carefully fold and roll up the flag, and carry it to the place of deposit for the night. If it is wet, it should be spread out to dry in a suitable place in the building, in the care of the Janitor.

The school standard-bearer should understand that upon him rests the responsibility of raising and lowering the flag at the precise time appointed, no matter what may be the state of the weather, and that the whole school, by whose suffrages he has been chosen, will hold him accountable for the fidelity with which the duties of the trust so imposed, are fulfilled.

In view of this responsibility, it would appear quite proper for this officer to make to the Principal, at stated times, for the information of the school, a report of the manner in which his own duties and

those of the guard have been performed. The keeping of the necessary data or memoranda upon which such a report is based, and the preparation of the report itself, will be an admirable lesson in exactitude of expression, systematic method, and accurate observation, all of which are essential elements in a business training. This report will, in fact, be an accurate chronological history of the school's Signal Flag, and as such should be preserved among its archives, in addition to a copy being exposed upon the notice-board for the information of the school.

The report should be made out on a printed form.

I present the following as a suggestion of what it should be:

REPORT of the School Standard-Bearer of the Boys' Department of Grammar School No. 77, New York City, for the school week ending *June 7, 1889.**

PERSONNEL OF THE GUARD. { Standard-Bearer.....*Charles Brown.*
Color Guard.....*J. Smith, L. Roberts, Peter Quinn, T. Pope, Jas. Frazer, S. Cohen.*

PRESENT AND ABSENT.

Monday A. M.	*All present at* 8:45 A. M.	P. M.	*Quinn absent, sick.*
Tuesday A. M.	" " *but Jas. Frazer.*	P. M.	*All present.*
Wednesday A. M.	" " " "	P. M.	" "
Thursday A. M.	*T. Pope absent, sick.*	P. M.	*T. Pope absent, sick.*
Friday A. M.	*All present; S. Cohen three minutes late.*	P. M.	*All present.*

SERVICE PERFORMED—STATE OF THE WEATHER.

Monday.	*Large flag up all day—fair and dry.*
Tuesday.	*Large flag up until* 1 P. M., *when heavy storm came up. Storm flag put up at* 1:15 P.M.

* The matter in italics indicates the part to be written by the standard-bearer.

Wednesday.	*Storm flag, Navy No. 8, up all day, by order of Principal. Heavy gale of wind and rain.*
Thursday.	*Large storm flag up all day—weather cloudy and cool.*
Friday.	*Large flag up all day. Clear and fine weather.*

REMARKS.

Jas. Frazer and S. Cohen elected May 30, on the Guard, took office on June 3, in place of H. Rogers and Thomas Peters, whose terms of office expired.

J. Smith having resigned, to take effect June 10, J. Halloran was appointed by the Principal to fill Smith's unexpired term.

June 7, "Patriot's Day," the school was presented by La Fayette Post, G.A.R. No. 140, of the City of New York, with new Signal Flag, "Army Post" size, 10 x 20 feet.

To
Mr. Edward A. Page,
Principal Boys' Department,
Grammar School No. 77.

Respectfully submitted,
Charles Brown,
School Standard-Bearer.

Three copies of this report should be prepared; one for the archives, one for the notice-board, and one to be retained by the standard-bearer. The first two copies should be handed to the Principal, in a suitable envelope, properly addressed, on Monday morning at 8:45 A. M.

Thus far in considering the best methods of teaching patriotism, I have spoken only of the use of those material aids by which we can reach and touch the emotional nature of the child, appealing but rarely and then only incidentally to its intellectual powers. I have pointed out how the symbols of the sovereignty and power of the nation—its coat-of-arms and its flag—can be combined in the form of a badge for daily use in every school, and how the national ensign in the several forms of the Scholar's Flag, the Class Flag, the School and the Signal Flag, can be so utilized as to play a most important part

in the cultivation, in the heart of every pupil, not only of the minor virtues of punctuality, order, neatness, cheerfulness of temper, obedience, truthfulness and studiousness, but of those higher and nobler traits of character, generosity, integrity, firmness, humanity, magnanimity, intrepidity and loyalty, of which true patriotism is the sum and crown; and so insensibly to the child, elevate its thoughts and gradually lead its mind, through the constant use and continuous training of the highest and best attributes of its nature, to a profound appreciation of what it means to love one's country.

At the risk of prolixity I have sought to connect every special exercise described, and every use of the flag suggested, with some sound reason for the step, or have endeavored by means of such exercise or such use, to illustrate and enforce some great political principle, which it is desirable should be impressed on the mind of the child, at as early a day as possible in its school life.

I have essayed to do this, not through the medium of text-books, but through exercises, which, appealing as they do to the imagination and emotions, will captivate the pupil, but at the same time conform strictly to the curriculum now in force, and *in no wise interfere with* the daily exercises as now arranged.

With this preface, we are now prepared to study that aspect of our subject, in which the mental powers are more particularly invoked, and to which I have given the title of INTELLECTUAL PATRIOTISM.

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